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ABSTRACT

Drawing on the social science disciplines, this bibliography presents a selected, annotated list of books, articles, dissertations, government reports, and international agency publications dealing with postsecondary education systems in Western Europe and North America. Its objectives are to provide a comparative guide to important developments in contemporary higher education and to evaluate relevant research. Chapters include: the mission and function of the university: the university and the modernization of society: the government of higher education: and the economics of higher education. Each chapter is introduced by a short thematic essay providing a descriptive and analytical overview of its topic, with the annotations of individual items serving as illustrative footnotes. Within each chapter, entries have been arranged alphabetically, with consecutive numbering throughout the volume to facilitate detailed indexing by countries, subtopics, and authors. Appendices include reference materials and selected periodicals. Also provided are author, subject, and country indexes. (Author/LC)

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HIGHER EDUCATION IN WESTERN EUROPE AND NORTH AMERICA
A SELECTED AND ANNOTATED BIBLIOGRAPHY

by

Jacques Fomerand
John H. Van de Graaff
and
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ABSTRACT

Drawing on the social science disciplines, this bibliography presents a selected list of annotated books, articles, dissertations, government reports, international agency publications dealing with postsecondary education systems in Western Europe and North America. Its objectives are to provide a comparative guide to important developments in contemporary higher education and evaluate relevant research.

The authors treat higher education as a social network consisting of more or less interdependent institutions carrying functions relating both to their internal needs and the societal environment and focus on its functions, governance, and relations with society and the economy.

Each chapter is introduced by a short thematic essay providing a descriptive and analytical overview of its topic, the annotations of individual items serving as illustrative footnotes. Within each chapter, entries have been arranged alphabetically, with consecutive numbering throughout the volume to facilitate detailed indexing by countries, subtopics, and authors.

As such, this volume should become a convenient and useful tool of research and reference for scholars, students, administrators, and other persons with a serious interest in comparative higher education.

Drawing primarily on the social science disciplines, this bibliography presents a selective list of annotated books, articles, dissertations, government reports, international agency publications, and other items dealing with postsecondary education in noncommunist industrial societies of Western Europe and North America. Emphasis is on recent works, extending over the past two decades, although essential classics of older vintage are also included.

Our objective is to provide a comparative guide to important developments in contemporary higher education and to evaluate relevant research. Nearly all existing bibliographies on higher education either are worldwide in coverage or focus on a single country (most often the United States). In addition, they usually explore either all aspects of higher education or a single narrow subject such as student unrest. Finally, they seldom go beyond mere listing of relevant items with little attempt to summarize or assess them critically.

Our aim, in contrast, is to balance comprehensiveness and selectivity. We focus intensively on the main industrial nations, covering a limited range of basic, interrelated topics, and present critical evaluations of research trends and individual works. The number of countries and the themes selected therefore are broad enough to facilitate meaningful comparisons but sufficiently limited to avoid cursory analysis. As such, this volume should become a convenient and useful tool of research and reference for scholars, students, administrators, and other persons with a serious interest in comparative higher education.

We treat higher education as a social network consisting of more or less interdependent institutions embodying functions related both to their own internal needs and the societal environment. The first of the four chapters focuses on the main functions of higher education with regard to both the environment and internal structure. The next chapter covers the relationship of postsecondary institutions to their evolving social environment. The third chapter examines the government of higher education with particular emphasis on the university's links with the larger political system and its internal policy-making structures as crucial determinants of the functions performed by institutions of higher education. Chapter four explores the linkages between the university and the economy. Two final appendices present background reference material for further research.

Each chapter is introduced by a short thematic essay providing a descriptive and analytical overview of its topic, with annotations of individual bibliographical entries serving as illustrative footnotes. Within each chapter, entries have been arranged alphabetically with consecutive numbering throughout the volume to facilitate indexing by country, subtopic, and author.

Our division of labor was determined by our own areas of interest and expertise, although conflicting professional duties and sheer geographical distance often blurred the boundaries of actual responsibilities. The familiarity of John Van de Graaff and Jacques Fomerand with the literature published in Germany and France made the geographical breadth of the bibliography possible. Henry Wasser dealt singlehandedly with the frequently esoteric subject of the economics of higher education. John Van de Graaff focused on the missions and governance of the university and wrote the introductory essays

for each of these chapters. Jacques Fomerand prepared the second chapters and annotated a considerable number of items relating to both functions and governance of higher education. He also assumed the major burden of scheduling, coordinating, and organizing the substantive and editorial aspects of the book, including the preparation of the indices. The reference section was a joint venture.

The authors wish to express their appreciation to the Center for European Studies for the generous subsidy that made this bibliography possible. They would like to thank Ms. Jane House for her assistance in the preparation of the manuscript, and to David R. Jones, who prepared the initial drafts of many of the abstracts. Special thanks are also due to Ms. Margie Betz for her invaluable help with research drudgery. Of course, it goes without saying that we are soley responsible for all errors and misjudgments.

J.F., J.V.G., H.W.

CHAPTER ONE

MISSION AND FUNCTION OF THE UNIVERSITY

This brief chapter is devoted to various interpretations of the mission and function of the university. Most of the studies are in some sense classic works on the basic nature of universities, and thus this is the least topical of all the chapters. Nevertheless, these works provide an essential foundation for considering the more focused and usually more empirically based studies in the rest of the volume. We have been highly selective, taking chiefly items that have been widely influential. We also emphasize studies that deal in fundamental terms with the mission of the university in relation to the larger society and that recognize the university's basic activities are inextricably linked with the cultural, social, economic, and political systems within society. Finally, we devote particular attention to a further set of writings that seek to establish links between particular functions and the kinds of organizational and governing structures best suited to them.

In broad sociological terms, even this chapter, and certainly the rest of the volume, unabashedly takes a functionalist view of higher education, of precisely the kind Kenneth Minogue (1973) criticizes so trenchantly as at the root of the incessant "siege of academe." This condition, which others term "politicization," involves recurrent attempts, whether crudely political or subtly intellectual, to enlist the university in societal purposes of one sort or another. Ultimately Minogue may possibly be right, in the sense that the essential cloistered, disinterested character of learned activity may not indefinitely withstand corruption through practical, external concerns. Yet this central scholarly enterprise has survived in one guise or another within the university for some eight centuries, despite consorting with utilitarian purposes and preoccupations nearly constant throughout that period, and debate on the proper mission of academia has endured to the present.

We will consider four basic functions of the university: first, the transmission or teaching of existing knowledge and culture; second, research and the advancement of knowledge, which some view as the quintessential role of the modern university; third, professional training; and finally, service to society. Obviously, these functions overlap to a considerable extent, particularly under modern conditions. Yet some taxonomy is necessary, and this one has the virtue of relative simplicity and broad similarity to other, analogous discussions.

The first mission comprises two aspects: the existence of an accepted body of knowledge or culture, and the teaching of it to succeeding generations by the university. In contemporary North America, this task is usually subsumed under the term liberal arts. Often it is designated as general education, as in the Harvard report, General Education in a Free Society (1945). This in turn has parallels with the studium generale recurrently advocated in Germany, notably after the Second World War (Neuhaus, 1961). But the modern concept of the university as a locus of liberal education and transmission of culture is fundamentally Anglo-Saxon in origin. Its institutional embodiment is in the ancient English universities of Oxford and Cambridge, and its classical literary expression is Cardinal Newman's Idea of a University (first published

in 1852). Such a university, says Newman, "is a place of teaching universal knowledge" (Newman's emphasis); the advancement of knowledge is a mission for other institutions. As a Catholic, Newman views knowledge as "intimately united in itself, as being the acts and the work of the Creator." To be educated is to attain "a comprehensive view of truth in all its branches," and such a "philosophical or liberal education" is a far better preparation for life than any practical training.

In this century, perhaps the most influential advocates of liberal education as the university's chief mission have been Robert Hutchins and José Ortega y Gasset. As Ortega puts it (1944), the university must make a man into a cultured person, and "put him at the height of the times" by teaching the "great cultural disciplines." Hutchins (1962) is less confident about what should be taught; he would like to find a revitalized metaphysics on which to base a "rational and practical order for the higher learning of today" and which would give it unity.

Historically, the main intended outcome of liberal education is the induction of students into the elite of society. This is clearest in England, as reflected both in the ideas of Newman and in the powerful influence of the Oxbridge experience (often preceded by attendance at the chief public schools) in molding a high proportion of the English establishment, including the political elite. Inevitably, the advent of mass higher education puts this and other aspects of the liberal mission at a disadvantage. However, the highest-status English and American institutions, where this mission has historically been most at home, have been insulated by the pronounced status hierarchy within those systems of higher education as a whole.

Liberal education is now also vulnerable to erosion due to its characteristic dependence on a reasonably unitary body of culturally accepted knowledge. As knowledge grows more specialized and technology more central to the development of society, some fragmentation is inevitable. Hence the determination of an appropriate liberal arts curriculum becomes a difficult task. This gives impetus for studies such as Daniel Bell's (1968), which seeks to articulate "some structure which is rationally defensible" to serve as a contemporary foundation for general education in such elite liberal arts colleges as Columbia, Harvard, and Chicago.

A variant of the liberal mission places greater stress on personal development through the collegiate experience, often with a diminution of intellectual content in a strict sense. This is a secondary strand in the literature and practice of higher education, essentially confined to North America, but it flourished conspicuously, albeit briefly, with student activism in the late 1960s. Grant and Riesman (1975) analyze aspects of the strand--notably, the "aesthetic-expressive" and "communal-expressive" movements. Martin Duberman (1972) has extensively studied Black Mountain's two decades of existence as perhaps the most significant undertaking involving artistic expression as the central element in a communal educational experience.

There are many who would argue that such preoccupations have little to do with the essential nature of higher education at all. Among such purists, most would claim absolute primacy for our next function: the advancement of knowledge through scholarly inquiry and empirical research. Acceptance of this mission, at least conceptually, as an integral concern of the university is usually dated to the founding of the University of Berlin in 1809-10, under the leadership of Wilhelm von Humboldt (cf. Humboldt, 1970; Ashby, 1967). By the middle of the nineteenth century the "research imperative" (Turner) had

been widely adopted as the major concern of German universities, and it fueled broad progress in scientific research; by 1900 German universities were widely regarded as the best in the world.

In Germany (and since 1945 in West Germany), the traditional orientation towards research remained dominant, at least at the rhetorical level, until the 1960s. Nurtured since Humboldt by numerous eminent writers (most recently by Helmut Schelsky, 1970), the ideal envisaged the professor as committed to a never-ending quest for knowledge and his students as learning through involvement in that search. "As long as the university seeks truth through scholarship, its fundamental task is research," wrote Jaspers. "Because this task requires the transmission [of knowledge], research is linked with teaching. Teaching means facilitating participation in the research process." Such participation, the Germans agreed, does not simply facilitate the training of better researchers; it is an essential means of cultivating the human personality and encouraging, as Paulsen expressed it, "independence of thought and intellectual and moral freedom" in the student.

This latter notion, epitomized in the phrase "Bildung durch Wissenschaft," education through scholarship, possesses a certain kinship with Newman's notion of knowledge and culture as a means for the cultivation of a gentleman. Yet the emphasis is very different: the professorial search for scientific truth becomes the central activity of the university, and education is at most a byproduct. Numerous writers outside Germany have advocated this emphasis, most notably Abraham Flexner (1930) and, even more stringently, Thorstein Veblen (1918). For Veblen, "the pursuit of knowledge for its own idle sake" must enjoy absolute primacy within the university, which "should not be charged with extraneous duties." Thus even matters "of such grave consequence as... training for citizenship and practical affairs" must be left to other educational institutions.

The influence of the "research ethos" on universities throughout the world has been immense. Although very few institutions have been able to maintain such a pristine devotion to pure scholarship as Veblen and Humboldt would have advocated, their most prestigious activity, both institutionally and above all for professors as individuals, has been research. Indeed, this is the major thrust behind what Jencks and Riesman (1968) for the United States have dubbed the "academic revolution": the rise of professors to the status of expert professionals whose reputations and services are known and in demand far beyond the confines of their own institutions.

Yet in the past decade the research ethos of the university, according to some of its most committed advocates, has come "under strain" (Edward Shils, in Seabury, 1975). From this viewpoint, the present situation is the result of a long series of developments--notably, the advent of mass enrollments, the increasing specialization of academic work, coupled with demands for relevance, the proliferation of project grants and research institutes, and, most seriously, the outbreak of student protest, leading to democratization of university government.

On the one hand, it is argued, the university has spread itself too thin, attempting to pursue a large number of activities which distract from its basic tasks of research and teaching. This amounts to a critique of the service station role to be elucidated below. On the other hand, in substantive terms the demand for direct relevance or utility is held inevitably to corrupt the purity of inquiry, the discovery of knowledge for its own sake which advocates of the university's research mission prize above all (Minogue, 1973). From this viewpoint, politicization represents merely an advanced stage of the

subjection of research to the demands of utility as propounded by interested groups of whatever stripe. The worst sort of politicization, it appears, results when the universities fall prey to leftists and Marxists. Here Germany is invariably cited as the most vivid example (German Universities Commission, 1977), due both to widely publicized German legislation opening participation in university government to nonprofessorial groups and, one suspects, to Germany's heritage as the birthplace of the modern research university itself. For many tradition-conscious scholars, the classical German university remains a beacon, and its dimming through Marxist ideology is hard to bear (Seabury, 1975).

The next function to be discussed is professional training. This has deep roots in the university, which since its origins in medieval times has prepared students for the "learned professions"--theology, law, medicine--and in fact certain writers see this role as more basic to the earliest universities than research. In the past century other professions, such as teaching, engineering, business, and social work, have found entrance to the universities--relatively easily in the flexible university system of the United States (Glazer, 1974), with greater difficulty elsewhere. The mission of professional training in essence is straightforward, but on the whole possesses less prestige than the core functions of scholarship and teaching traditional culture. Partly for these reasons relatively little literature is devoted to it. Yet there is irony in this. Professional training is a major element in broadening the university's role to that of a service station, and generally it is a function that is effectively performed. Ben-David (1977), for example, in a comprehensive historical review of universities' effectiveness in major Western countries concluded that the function of professional training was the only one which they had consistently performed well. Notwithstanding this record of effectiveness, the sectors of the university devoted to professional training--at least in the minor professions--have problems endemic to their mission. Conflicts arise between the academic orientation of the teaching staff and the students' need for practical instruction; similarly, the academic disciplines in which many of the staff are trained usually outrank the profession itself (Glazer, 1974). Nonetheless, the low prestige of professional training relative to the core missions of research and teaching means that relations with the rest of the university, even with cognate academic departments, are often not close.

Our final function is service to society. Although this is obviously linked to professional training, it represents a significant extension of that function and tends to embrace the other functions as well. This means that higher education may undertake a broad range of teaching, research, development, and consulting activities upon demand by governments or any groups within society. This sweeping function of service has laid the foundations for the modern multiversity portrayed and analyzed in Clark Kerr's Uses of the University (1963). Kerr sees the multiversity as "an imperative...rooted in the logic of history," which has evolved as a result of a multitude of external societal forces (magisterially analyzed by Jencks and Riesman, 1968). Kerr sees this evolution as basically a good thing, observing that outside forces have been historically associated with nearly all change in academic institutions.

It is no accident that the idea of the multiversity is an American one, for American institutions have been far more strongly influenced by societal forces than universities elsewhere, even in other Anglo-Saxon countries. Yet the latter increasingly acknowledge that higher education does serve society and that this function merits foremost consideration in policy-making. This is evident in the extended debate on the binary policy in Britain, as polytechnics

have been developed to play a social role for which the universities--allegedly--are not fully suited (cf. Pratt and Burgess, 1974). The major continental European countries do not yet systematically ascribe a service function to higher education, and their institutions remain closely dependent on government finance and oversight. They tend still to interpret their role in terms of the "core" functions of research and teaching, or the production and transmission of knowledge, although their view of these tasks has broadened signficantly.

As we have indicated more than once, the various functions tend to coexist, both historically and even more strongly in the contemporary period. Yet all of them are not equally essential. Without doubt, the dual tasks of teaching and research, often associated with the inculcation of a distinct intellectual and cultural outlook, are widely regarded as the irreducible core missions of the university--they are missions of principle. They are the indispensable activities without which, in the view of most interpreters of higher education, the universities would cease to be true universities (e.g. Ashby, 1971). In contrast, other functions, including those that we have designated as professional training and service to society, are auxiliary to the core tasks--they are missions of utility. Higher education performs them because they are useful to, or demanded by, some segment of society, and it is therefore appropriate or opportune to undertake them. They now make up such a substantial part of the activities of most large universities, especially in the United States, that it is difficult to imagine such institutions without them. Indeed, even if it were possible for higher education now to abandon those tasks, few contemporary observers would want it to do so.

From such a perspective, the "crisis" of higher education, if one exists, threatens more than simply the mission of research. It may endanger the missions of principle altogether: a complex set of research and teaching activities, the "elite forms of higher education [which] are marked by... efforts to shape qualities of mind and feeling, attitudes and character, and not merely train or inform students" (Trow, 1976; emphasis added). If one accepts, as Trow does, that it is neither desirable nor possible to do away with the more utilitarian activities associated with mass higher education, the problem becomes one of finding or developing both official and informal havens for elite higher education within mass institutions. This implies that in order to assess the universities' performance of their more sensitive core functions, a broad global view of the kind taken by many contributors to the symposium sponsored by the International Council on the Future of the University (Seabury, 1975) is inappropriate. Rather, one must observe closely and carefully those organizational sectors where it is reasonable to expect these functions can still be performed under conditions of mass higher education.

Much as Robert Paul Wolff (1969) does, each of the various university missions can be related to one or more structural forms with which it has a distinct affinity. Like the missions themselves, the various forms are not mutually exclusive and can coexist within the same system. Three such structural forms will be considered here: community, hierarchy, and federalism.

The function of teaching can be considered compatible with both community and hierarchy. On the one hand, there is the view that pedagogical relationships should not involve authority or dependence. As Wolff (1969) puts it, "an attempt to impose a structure of authority on truly educational human relationships must either fail or else succeed merely in making education impossible." In the extreme this would mean anarchy, which is seriously advocated by Paul Goodman (1966), but given the practical necessity for government of some kind, a structure of community, coordinated "through a dynamic of consensus" (Millett, 1962), is generally held to be the next best thing. On

the other hand, other writers argue that the university must be structured hierarchically, according to the differential competence and expertise of its members. A university, asserts Frankel (1968), "is a hierarchical human organisation, based on the premise that some people know more than other people, and that the community cannot perform its tasks effectively unless these gradations are recognized in its form of government."

Analogous disagreement exists with respect to the proper organization for the mission of research. Anarchical overtones are evident in Humboldt's dictum: "If the search for scholarship [Wissenschaft] as such becomes the dominant principle in higher institutions of learning, then no further detailed provision for anything need be made" (Anrich, 1956). And as the German university ideal developed, it envisaged a community [Gemeinschaft] of teachers and learners devoted to scholarship. Yet even within the teaching ranks, a pronounced hierarchy evolved in the German university, invariably justified by the principle of competence. As Schelling claimed in 1802, "The realm of the sciences is...an aristocracy in the noblest sense. The best should reign" (Anrich, 1956).

This tension between the principles of equality or community and hierarchy of competence is ineluctable, at least within the ranks of teachers and researchers. Academic staff are certified experts, or professionals, each in his or her respective field, and from this viewpoint it would be inappropriate for either colleagues or administrators to supervise or direct them. Thus a pronounced degree of community or collegiality is necessary. Yet degrees of competence do exist, and it is plausible to link participation in government to them. Clark Kerr (1970) has argued that different academic functions should have different forms of government, with participation to be granted according to the double criteria of "who has an interest in the problem and who has competence to deal with it."

Our third structural form, federalism or pluralism, in a sense expresses the inevitability that different forms of government will coexist within a large modern university (Kerr, 1963, Livingstone, 1974). Each constituent unit, whether liberal arts college, professional faculty, graduate school, or research institute, can be structured according to its task and cooperate with considerable autonomy. Overall, a certain degree of coordination is necessary, and this is provided by a fairly extensive bureaucracy. Here, however, hierarchy serves less particular tasks or missions than the overall job of providing auxiliary support and services to the university's constituent parts.

1. Actes du Colloque National sur l'Education. Paris: La Documentation Française, 1974. Vol. I, 318 pp.; Vol. II, 368 pp.

Presents the proceedings and resolutions of a national conference sponsored by the Education Minister and held in Paris in November 1973. The debates focused on the functions of education, curriculum problems at all levels of the educational system, the linkages between the school and the monde extérieur, the training, condition, and missions of teachers, and structural issues related to décentralisation and participation. It revealed widespread normative disagreements among educational leaders, government and administrative officials, and trade union and educational representatives who participated in this large gathering orchestrated by the government to build support for the reform of secondary education.

2. Anrich, Ernst. Die Idee der Deutschen Universität: Die fünf Grundschriften aus der Zeit ihrer Neugründung durch klassischen Idealismus und romantischen Realismus. Bad Homburg: Gentner, 1959. xiii, 386 pp.

A convenient edition of five seminal works from the period just prior to the founding of Berlin University in 1810. The essays included are by Humboldt (see 1970), Schleiermacher, Schelling, Steffens, and Fichte. All argue for a rejuvenation of German universities as institutions devoted to science and scholarship (Wissenschaft). Schleiermacher is perhaps the most conservative, desiring relatively few changes in current structures and expressing concern about the consequences of undue government influence. Fichte, in contrast, presents a utopian, virtually Platonic view of a university built around a single great philosopher. (For an extensive collection of more recent reform proposals in a traditional mode, see Neuhaus, 1959.)

3. Antoine, Gérald, and Jean-Claude Passeron. La Réforme de l'Université. Paris: Calmann-Lévy, 1966. vii, 291 pp.

Probably the best work written before 1968 about the structural and functional problems of the French university system. For Antoine, drastic changes in the administration of French universities and their relation to secondary education must be introduced instead of incremental changes of programs and curricula. Passeron argues that the debate about university reform can best be understood as one pitting those who want to assign a single function to the university against those who would like to differentiate the university's functions in order to adapt it to a modernizing society and economy. Both authors call for wide-ranging reforms in structure, governance, curricula, and teaching. One of their favorite targets is the agrégation, which, in their view, has lost its value as a professional qualification for lycée instructors.

4. Aron, Raymond, "Some Aspects of the Crisis in the French University," Minerva, Vol. 2, No. 3 (Spring 1964), pp. 279-85.

One of the best analyses of the crisis of the French university engendered by the development of modern industrial society. RA discusses the conflict between the demands of teaching and research, the contradiction between the absolute freedom of the professor and the bureaucratic limitations imposed upon him, the impact of demographic changes on the functioning of the university system, and the intellectual "waste" implied in the agrégation. Aron also devotes considerable attention to the built-in conservatism of the French university structure.

5. Ashby, Eric. Adapting Universities to a Technological Society. San Francisco: Jossey Bass, 1974. xvi, 158 pp.

A collection of ten papers prepared between 1959 and 1972. EA argues that if Western universities are to adapt themselves to the urgent needs of "post-industrial society," they must reconcile their nineteenth century heritage ("inner logic") of freedom and intellectual detachment with the "entrance pressure" and "suction effect" which together draw them into their urbanized social environment and the manpower marketplace. They must place professional goals and mission-oriented research in a global interdisciplinary context and "perpetuate the stability of tradition coupled with the potential for changing tradition." The alternative is the collapse of society in a world that has finally expanded and become interdependent to the point where problems must be faced rather than evaded.

6. Ashby, Eric. Any Person, Any Study. An Essay on Higher Education in the United States. New York: McGraw-Hill, 1971. xi, 110 pp.

Illuminating and perceptive essay dealing with selected problems of growth in American higher education by the former vice-chancellor of Cambridge University. Ashby discusses issues related to students, the curriculum, examinations, teachers, and academic governance and administration. He underlines the most vexing questions confronting the university: the financing of universal access to college, the tension between the egalitarian aspirations of society and the need to maintain high academic standards, the development of a coherent strategy for undergraduate education, and the channeling of institutional aspirations to avoid duplication of effort and to retain quality and diversity of programs.

7. Ashby, Eric, "The Future of the Nineteenth Century Idea of the University," Minerva, Vol. 6, No. 1 (Autumn 1967), pp. 3-17.

America accepted Humboldt's pattern of university without introducing his pattern of gymnasium, and the result was much discontent with American higher education. In Britain, reverence for Wissenschaft never overcame humanism. Universities need the ability to initiate their own adaptation to society. Academic evolution is accomplished in small, continuous changes. There must be a balance between three major forces determining size and shape of the university system: pressure from students to enter the system (U.S.), manpower needs (U.S.S.R.), and inner logic of the system itself (most prominent in Germany and, until recently, Britain).

8. Bell, Daniel. The Reforming of General Education: The Columbia College Experience in its National Setting. Garden City, New York: Anchor Books, 1968. xxviii, 330 pp.

A major attempt to reinterpret the nature of the general education curriculum, in the form of a report presented to the faculty of Columbia in 1966. Assuming that liberal education must be the central element of the undergraduate college, DB seeks to reinvigorate it against the encroachment of premature specialization. His is an intellectual approach, stressing conceptualization and the coherence of the curriculum and arguing that the distinctive function of the college increasingly must be to teach the basic modes of pursuing and verifying knowledge that are characteristic of the various sorts of inquiry--the how of knowing, rather than what is to be known.

9. Ben-David, Joseph. Centers of Learning: Britain, France, Germany, United States. New York: McGraw-Hill, 1977. xiv, 208 pp.

This book attempts to place in perspective the sense of anomie that pervades the universities of the 1970s as they discover that the euphoria of the 1960s was neither permanent nor an indication that universities are necessarily

performing all the functions that society expects of them. JBD finds that the universities provide professional training with relative success, although in greatly varying style: the French and Germans continue to produce a small, hierarchical professional elite, while the British and American systems are more open. Universities, however, are much less effective in carrying out the functions of research, general education, political criticism, and furthering social justice and equality. This situation is elucidated through a sweeping overview of the genesis of the modern university in the nineteenth century, analyzing both the controlling demand for professional education and a variety of other pressures. This stimulating volume is the very last sponsored by the Carnegie Commission on Higher Education and demonstrates anew the breadth of JBD's scholarship.

10. Ben-David, Joseph. Trends in American Higher Education. Chicago: The University of Chicago Press, 1972. xi, 137 pp.

With the rise of universal higher education, the American university system faces problems that may lead to a modification of goals and structures. "Nonscholarly" students and some teachers have a low attachment to their institutions. The unity of research and teaching has been disturbed by the development of research that has little to do with teaching. The growth of graduate studies and the proliferation of marginal and insecure college populations have heightened societal and internal conflicts. Finally, the campuses themselves have been politicized. In light of these developments, JBD calls for a better balance between research and teaching, a renovation of general education, and a reduction of the impact of the "intellectual-Bohemian-Proletariat" overcrowding of the university.

11. Ben-David, Joseph, and Abraham Zloczower, "Universities and Academic Systems in Modern Societies," European Journal of Sociology, 3 (1962), pp. 45-84.

An early presentation of Ben-David's notion of competition as a dynamic force in the historical development of national systems of higher education. The authors study the influence of the vast expansion of knowledge during the nineteenth and twentieth centuries upon the universities of Western society, particularly those of Germany, Britain, and the United States. They find that their rate of expansion and adaptation seems to be influenced by the degree of competition among universities within the country. Thus German universities developed rapidly during most of the nineteenth century through both interuniversity and interstate competition and later stagnated as they reached a point of saturation that dampened further competition. In Britain universities have notably failed to encompass much of modern knowledge and training of modern types of experts because, instead of competing, they have ranked themselves in a hierarchy of descent from Oxford and Cambridge, not notably flexible or modern models. Since the late 1800s American universities have expanded and diversified most freely in an atmosphere of rampant competition, unregulated and without any strongly dominant models.

12. Berstecher, Dieter, et. al. A University of the Future. The Hague: Nijhoff, 1974. viii, 195 pp.

Prescriptive study centered on the socializing function of higher education. The university should "enable an individual to place himself within life as a centre of autonomous and responsible action" within an "open society."

13. Caine, Sydney. British Universities: Purpose and Prospects. London: The Bodley Head, 1969. 272 pp.

A study of the problems of expansion and consequent alterations in the concept of British universities by a past director of the LSE. Concludes that the university has fallen on evil times through a loss of independence and lack of any guiding "vital and independent philosophy." SC, though he cannot provide a new philosophy, proposes changes to help restore independence, notably through new provisions for financing.

14. Centre National du Patronat Français. La Formation des Hommes dans la Societé Moderne. Paris: Editions Techniques Patronales, 1970. 38 pp.

A synthesis of a series of reports prepared for a convention organized by the Centre National du Patronat Français in 1970, which dealt with the "training of men in modern society." The authors stress that an effort must be made to develop meaningful links between the educational system (universities in particular) and the economy. The thrust of the measures recommended by the rapporteurs is for a "professionalization" of the university's functions.

15. Christodoulou, A., "Le Royaume Uni; la Pertinence ou le Nouvel Utilitarisme," Paedagogica Europaea, Vol. 12, No. 1 (1977), pp. 23-40.

The British system of higher education now generates a general impression of disorganization and disarray. The author shows that the universities' financial crisis, compounded by the economic recession, has led to a de facto redefinition of the functions assigned to them by the Robbins Committee in the direction of a new, utilitarian philosophy of policy action in higher education.

16. Cockburn, Alexander, and Robin Blackburn, eds. Student Power: Problems, Diagnosis, Action. London: Penguin Books, 1969. 378 pp.

A collection of articles edited by two members of the editorial committee of the New Left Review elaborating various aspects of its position on student protest and power. The position is based on the assumptions that the university as presently constituted is the servant of capitalist imperialism and that it provides technical training and conditions the student to accept the system simultaneously. The editors insist that students have their own part to play in a social revolution and must take action in their own sphere and cultivate their own consciousness, not serve merely as adjuncts or sympathetic observers of a working class revolution.

-- Commissariat General du Plan. Rapport de la Commission Education et Formation. Paris: La Documentation Francaise, 1976. 212 pp.

For full annotation, see entry No. 704.

17. Crouch, Colin, and Stephen Mennel. The Universities: Pressures and Prospects. London: Fabian Society, 1972. 47 pp.

Two Fabian Socialists defend the autonomy and academic standards of universities. They believe that the preservation of autonomy against the pressures of students, state, and industry must rely chiefly on "beliefs and sentiments" rather than on specific policies. Practical support may come from the binary system (cf. Robinson, 1968) if polytechnics in fact serve the government and industry more closely, thus permitting universities to maintain their distance. Greater independence in financing, if possible, and a faster growth rate for the polys may

also insulate the universities, allowing them to maintain their academic and intellectual standards.

-- Dahrendorf, Ralf. Society and Democracy in Germany. Garden City, New Jersey: Doubleday and Company, Anchor Book Edition, 1969. xiii, 457 pp.

For full annotation, see entry No. 180.

18. Dahrendorf, Ralf, "Starre und Offenheit der deutschen Universität: Die Chancen der Reform," Archives européennes de sociologie (European Journal of Sociology), 3 (1962), pp. 263-93.

A classic article analyzing the "chances of reform" in the West German university in terms of its "rigidity and openness." RD presents basic information about administrative organization and the complex academic staff hierarchy as a prelude to discussing three "basic assumptions" underlying the current structure: academic freedom, which leads to inadequate differentiation both in curricular offerings and among students at different levels; the unity of research and teaching, often undermined in favor of teaching without enhancing flexibility; and finally, the autonomy of the faculties as organizational units, which enables them to resist most innovations. RD concludes that "in Germany the rigidity of the system has its origin within the university while the chances of openness lie outside it", therefore, "opportunity and responsibility for reform rest with the financial and administrative patrons of the university"--the state governments and legislatures. (See other articles in the same symposium by Halsey, Aron, and Ben-David and Zloczower, 1962.)

19. Driver, Christopher. The Exploding University. New York: The Bobbs-Merrill Company, 1971. xxi, 377 pp.

Knowledgeable and witty introduction to the university problems engendered by the political, intellectual, demographic, technological, and financial changes of the late 1960s. CD critically examines the idea of a university and stresses the need for more flexible conceptualizations. He moves on to a consideration of issues of governance, curricula, and patterns of inequalities in higher education.

20. Duberman, Martin. Black Mountain: An Exploration in Community. New York: Dutton, 1972. 527 pp.

A sensitive and personal study of Black Mountain, an experimental educational community which existed in North Carolina from 1933 to 1956. Partly due to the range of talented figures associated with the community--most peripherally, a few more enduringly, such as Josef Albers and Charles Olson--it is widely seen as the "forerunner of much that is currently considered innovative in art, education, and life style." Through its communal life, it attempted to realize aesthetic expression as a means of personal and educational development.

21. "Faire l'Université. Dossier pour la Réforme de l'Enseignement Supérieur," Esprit, Nos. 5-6 (May-June 1964), 1216 pp.

A comprehensive collection of in-depth essays dealing with the problems of higher education in the mid-sixties. The volume relies on round table discussions, interviews, articles, and responses to a questionnaire adminstered by Esprit involving over seventy educators, politicians, and professionals. The topics discussed include access to higher education, the functions of higher education, research, the faculty, Grandes Ecoles and their place in the

educational system, and the structural problems of French higher education. An indispensable tool of reference for the student of comparative higher education.

-- Fisher, Andreas, "American University Planning and Its Relevance to German Education Policy," International Review of Education, Vol. 20, No. 2 (1974), pp. 138-54.

For full annotation, see entry No. 713.

22. Fletcher, Basil. Universities of the Modern World. London: Pergamon Press, 1968. vii, 170 pp.

A concise comparative survey divided into four parts: "The Changing Pattern," "Intellectual Aspects," "Human Aspects," and "Plans and Perspectives"; based upon existing literature and visits to universities in Europe, the United States, Africa, and the Caribbean countries.

23. Flexner, Abraham. Universities: American, English, German. New York: Teachers College Press, 1967 (first published 1930). viii, 339 pp.

An eloquent polemic in favor of the university as an institution for the pursuit of research, much in accordance with the German ideal. Because of the complexity of modern society, a modern university must have wide-ranging interests. It will have many claimants on its resources, yet if it does not resist these demands it will "readily find itself complicating its task and dissipating energy and funds by doing a host of inconsequential things." Of the three systems that AF surveys, the United States has succumbed most completely to this temptation, and he ridicules American universities for their plethora of programs in hotel management, library "science," and the like. England is somewhat closer to the ideal and indeed is "gradually discovering the difference between teaching youth and advancing science." The German university, in contrast, has been devoted to scholarship (combined with teaching at a high level) ever since Humboldt founded the University of Berlin in 1809. The current German deviance from the ideal is mainly due to financial problems, but the "original function" is still clearly perceived.

24. Frankel, Charles. Education and the Barricades. New York: Norton, 1968. 90 pp.

Asserting that a university's "main business" is teaching and liberal education, rather than service to society, CF seeks to refute arguments for student power. "Students are indeed members in good standing of a university community. But this community is a hierarchical human organization, based on the premise that some people know more than other people, and that the community cannot perform its tasks effectively unless these gradations in knowledge are recognized in its form of government."

25. General Education in a Free Society. Report of the Harvard Committee. Cambridge: Harvard University, 1945. xiii, 267 pp.

Often referred to as the "Redbook," from its cover, this influential essay by a committee of Harvard academics considers the rationale and content of general education in both secondary schools and colleges, making recommendations for Harvard's practice. General education is treated essentially as liberal education, using "the root meaning of liberal as that which benefits or helps to make free men." General is distinguished from "special" education; the former denotes "that part of a student's whole education which looks first to

his life as a responsible human being and citizen; while [the latter] indicates that part which looks to the student's competence in some occupation." In modern society, specialization--or "specialism"--is normally the means for individual advancement and mobility as well as the key force in social change and scientific progress. The problem, therefore, is how to reconcile specialized with general education, enhancing the latter's effectiveness. (Cf. Bell, 1968.)

-- German Universities Commission. Report on German Universities. New York: International Council on the Future of the University, 1977. 48 pp.

For full annotation, see entry No. 547.

26. Glazer, Nathan, "The Schools of the Minor Professions," Minerva, Vol. 10 (July 1974), pp. 346-64.

Focusing on the United States, the author analyzes the ambivalent situation of training for the minor professions, which he defines as all professions other than the "major" ones of law and medicine; specifically covered are education, social work, town planning, and divinity. There are several fundamental sources of conflict such schools must face. The teaching staff consists chiefly of scholars and researchers but must teach most students to be practitioners. The staff prefers to train students for higher status roles such as administrator (e.g., school superintendent) or research and teaching in the profession itself. Furthermore, the academic disciplines from which many on the staff come and which provide much of the material taught usually outrank the profession. Finally, the content of accepted professional knowledge evolves rapidly, creating severe problems of adaptation. In NG's view, such tensions are endemic to the mission of the minor professional schools, and thus they will always tend toward instability.

27. Goodman, Paul. Compulsory Mis-education and The Community of Scholars. New York: Vintage Books, n.d. (1966). 339 pp.

"The Community of Scholars" (pp. 155-339 in this edition) is an erudite and enormously stimulating essay on the proper structure of academic institutions as places above all of liberal education and as the voices "of universal reason and criticism." It is "a little treatise in anarchist theory," arguing that the most appropriate constitutional structure for the scholarly enterprise is "free association and federation rather than top-down managment and administration." As an experiment, PG proposes that some half-dozen professors secede, taking their students with them, and join a like number of professionals to form a "small unchartered university (of 120-50 students) that would be nothing but an association for teaching-and-learning."

28. Grant, Gerald, and David Riesman, "An Ecology of Academic Reform," Daedalus (Winter 1975), pp. 166-91.

An essay contrasting the popular reforms of the sixties with the four reform movements that have been "somewhat awkwardly labeled telic reforms." "These reforms [are] expressed in ideal-typical or exemplar colleges that set themselves up against the emerging ideals of the research-oriented university." Each type is defined in terms of its ends, norms, core values, historical roots, and authority patterns. For example, the end of education according to the multiversity model is to promote expertise and knowledge; the "neo-classical" movement stresses virture; the "aesthetic-expressive" movement seeks to foster creativity; the "communal expressive"movement aims at social harmony, and the objective of the "activist-radical" movement has been to

generate radical critique and to train change agents.

29. Halsey, A. H., "British Universities," European Journal of Sociology, 3 (1962), pp. 85-101.

AHH points to the wide gap in all countries between the ideal and the actuality of universities. Today the pressures of science, an increasingly technical society, and expansion are drastically altering the real condition of universities whose ideals have been largely conservative. In Britain, the "idea of a university"(cf. Newman, 1976) has been peculiarly strong, based on Oxford and Cambridge and including such components as autonomy, collegiality, and dedication to education rather than training and elitism. Real world pressures that modify this ideal include the newness of almost all foundations, dependence on government funds (here the UGC represents a compromise between the ideal and possible reality), the absence of Oxbridge type colleges elsewhere, need for professional training, and demands for socially broadened and generally enlarged admissions (which Britain has resisted almost uniquely effectively). The result is a pyramid in which prestige is based on the degree to which a university resembles the ideal and has resisted the pressures for change. These ideas are elaborated in parts of Halsey and Trow (1971). For other articles in the same symposium, see Aron, Ben-David and Zluczower, and Dahrendorf, 1962.

30. Halsey, A. H., Jean Floud, and C. Arnold Anderson, eds. Education, Economy, and Society. A Reader in the Sociology of Education. New York: The Free Press, 1961. ix, 625 pp.

A massive and sophisticated analysis of educational institutions under conditions of rapid social change focused on the contribution of investment in education to economic growth, education and mobility, the selection process, the "sociology of talent," education and social control, the content of education, and the sociology of teaching. Education is presented as a "crucial type of investment for the exploitation of modern technology." In modern societies, "education... has more to do with changing knowledge than with conserving it, and more to do with diffusing culture to wider social circles, or from one society to another, than with preserving and transmitting the particular culture of a particular group....as the economics of the advanced countries are increasingly dominated by scientific and technological innovation, education and the economy become more closely geared, until the educational system occupies a strategic place as a central determinant of the economic, political, social and cultural character of a society."

31. Handlin, Oscar, and Mary F. Handlin. The American College and American Culture. Socialization as a Function of Higher Education. New York: McGraw-Hill, 1970. 104 pp.

Socialization as a historical function of the American college is the focus of this book sponsored by the Carnegie Commission on Higher Education. Colleges were first founded to train young men for the ministry. Nineteenth century industrialization led to a shift in the social order which affected America's expectations of its colleges and universities. In the 1920s, the authors speculate, a new period of socialization began which may now have come to an end: a period of economic growth, war, progress in science, with new demands upon the individual to work in large groups. They see in these factors the immediate background for the problems troubling American colleges today.

32. Harvey, Edward B., and Jos L. Lennards. Key Issues in Higher Education. Toronto, Ontario: The Ontario Institute for Studies in Education, 1973. 128 pp.

An outgrowth of a research report on "The Changing Nature of Post-Secondary Education: Attitudes, Costs and Benefits" prepared for the Commission on Post-Secondary Education in Ontario. The focus is on Ontario province but the authors claim that the problems and issues discussed here are of national concern. Four questions are examined (university goals as viewed by key groups, costs and benefits of higher education, equality of access, and organization) against a background of conjonture of economic and social contraction that has affected the operation of Canadian universities since the early seventies. It is noted that there is a great divergence of viewpoints on the goals of higher education, and it has become "imperative to define exactly how institutions of higher education relate to students and other sectors of society. Only then can we foresee and avoid the problems arising from multiple priorities, if such institutions, given limited resources and limited time and energy of faculty members, should choose to set priorities based on what will upgrade prestige while claiming to achieve those other 'social' goals, albeit with lesser commitment. We must prevent such institutions from proceeding in all directions and hence in no direction." The authors also observe that the policy of broadened access to higher education has its drawbacks, especially in a time of economic crisis: "Working at one end of the social justice equation is efficacious only as long as the increase in educational opportunities provides no threat to the existing system of privileges. Inequalities in the distributive area have their base in the existence of a scarcity of qualified personnel for occupying certain positions. Educational expansion, therefore...may mean that the pie of privileges must be cut in smaller pieces, unless the effects of educational expansion can be neutralized either by baking a bigger pie or by inviting fewer people to the party." Finally, the volume concludes that higher education in Canada cannot meet multiple objectives without a thorough reorganization of the present structure of university needs: "Without a clear awareness of the organization dimension, effective solutions to university reform will not be forthcoming."

33. Hocevar, R. K. "Gibt es eine besondere politische Verantwortung des Akademikers?" Politische Studien (München), 200 (November-December 1971), pp. 563-70.

Brief history of the relation of the university to the political situation, mentioning especially the Revolution of 1848 and the German Vorparlament which gave the vote solely to members of the middle class who were capable of perceiving the interests of the state. With universal suffrage, the concept of the university is also transformed. No longer certain of a direct role in society, it must prove itself practical. Scientists today have particular social responsibilities, which are becoming associated with political responsibilities.

34. Hofstadter, Richard, and C. Dewitt Hardy. The Development and Scope of Higher Education in the United States. New York: Columbia University Press, 1952. x, 254 pp.

A pair of essays written for the Commission on Financing Higher Education. RH presents briefly many of the ideas that appear in The Development of Academic Freedom (Hofstadter and Metzger, 1955). As the essay is largely concerned with the place of colleges and universities in American society, it is perhaps the best brief social history of American higher education. CDH looks at higher education of the 1950s and considers its variety of aims and functions, with sections on research, professional education, and general and liberal education.

35. Hofstadter, Richard, and Walter P. Metzger. The Development of Academic Freedom in the United States. New York: Columbia University Press, 1955. xvi, 527 pp.

A standard history, commissioned by the American Academic Freedom Project at Columbia (see MacIver, 1955), covering not merely academic freedom, but a great deal of the social, political, and educational history of American higher education, as it is set "against the background of the religious, intellectual and political issues that gave to academic controversies their special urgency and broad social significance." From this vantage point, the authors discuss the development of the American form of academic government and academic professional organizations, theological controversies, the rise of Darwinism in American political thought and the relations between business leaders and the academic world. They find that academic freedom has developed strong mechanisms and attitudes of support, although it has been frequently threatened, notably during the world wars, and occasionally loses some ground temporarily. See also Hofstadter and Hardy (1952).

36. Humboldt, Wilhelm von, "On the Spirit and the Organisational Framework of Intellectual Institutions in Berlin," Minerva, Vol. 8 (April 1970), pp. 242-50.

A translation of WvH's memorandum on the founding the University of Berlin written during his brief tenure (1809-10) in charge of Prussian education. Views the university as devoted to scholarship as an unending, lonely process of free inquiry, bringing together teacher and student in the common pursuit of knowledge. The ideas expressed in this now-classic essay (which remained unknown for nearly a century) were a significant factor in the genesis and development of the modern research university in Germany during the nineteenth century. For German versions of this and other contemporary writings, see Anrich (1959).

37. Husén, Torsten, "Swedish University Research at the Crossroads," Minerva, Vol. 14 (Winter 1976-77), pp. 419-46.

A broad critique of measures tending to bring university research under close governmental oversight, by one of Sweden's most eminent academics. The Act of May 1975, based on the report of the U68 Commission, provides for extensive coordination, bureaucratization, and accountability of vocationally oriented mass undergraduate education and attempts to impose that hierarchical model on research as well (cf. Fischer, 1974). In his analysis, published in book form in Sweden (Universiteten och forskningen: En studie av forskningens och forskarutbildningens villkor i multiversitetens samhälle. Stockholm: Natur och Kultur, 1975), TH sharply criticizes this latter aim, arguing that "research is allergic to centralized direction which demands conformity"; researchers require "substantial autonomy" and their activities cannot be comprehensively planned.

38. Hutchins, Robert M. The Higher Learning in America. New Haven: Yale University Press, 1962 (first edition, 1936). xix, 119 pp.

A classic statement of the key functions of higher education institutions within their American context. Arguing that "the aim of higher education is wisdom," RH emphasizes that "a university is concerned with thought and that the collection of information, historical or current, [has] no place in it except as such data may illustrate or confirm principles or assist in their development."

39. Jencks, Christopher, and David Riesman. The Academic Revolution. New York: Doubleday, 1968. xvii, 580 pp.

A widely read and respected full-scale history and theory of the development and status of American higher education in the late sixties, illustrated with observations about a large variety of universities and colleges--including colleges for the rich, for vocationally oriented students, for intellectually and socially oriented women, for Catholics, Blacks, and rebellious whites. According to the authors, the modern industrial revolution has led to a nationalization of previously parochial and homogeneous institutions. The rise of the meritocratic state facilitated and demanded an "academic revolution," which is the central characteristic of the emergence of the modern university. The major aspects of this revolution in higher education are: the professionalization of the faculty, the establishment of discipline-based departments as the core unit of academic administration, the preeminent power of the faculty in academic governance, a strong involvement of the faculty in scholarly research, and the transformation of higher education into "a major growth industry, consuming about 2 percent of the GNP, directly touching the lives of perhaps 4 percent of the population, and exercising an indirect influence on the whole of society."

40. Johnson, Harry G., "National Styles in Economic Research: The United States, the United Kingdom, Canada, and Various European Countries," Daedalus (Spring 1973), pp. 65-74.

HGJ concludes that American predominance in economics research is largely due to two groups of factors: "national culture and the economist's relation to it, [and] university tenure and promotion systems." These factors include the American emphasis on pragmatic knowledge and the consequent interest in techniques and research, the internal competitiveness of American universities, and their support of "explicit and organized programs of graduate instruction." The issue as a whole is entitled "The Search for Knowledge," including essays on the conduct of research in universities and elsewhere. See also Robinson (1973).

41. Kaysen, Carl, ed. Content and Context: Essays on College Education. New York: McGraw-Hill, 1973. xviii, 565 pp.

A voluminous collection of essays commissioned by the Carnegie Commission on Higher Education, exploring the characteristics, development, and current problems of major subject divisions in colleges and universities, the institutional and social environment of instruction, and the linkages between colleges and universities and society. These major proposals emerge: a separation of graduate from undergraduate education; at the under graduate level, more pronounced distinctions between upper and lower division instruction; and the combination of practical experience with academic instruction.

42. Kaysen, Carl. The Higher Learning, the Universities, and the Public. Princeton: Princeton University Press, 1969. 85 pp.

CK analyzes the typical motives for government funding of universities (utilitarian, cultural, and so forth), finding them weak either in fact or in the government's eyes. He suggests that the research and scholarship rationale be coupled with presentation of the university as the institution where advanced and highly specialized training will prepare teachers for an expanded college program.

43. Kerr, Clark, "Governance and Functions," Daedalus, Vol. 99 (Winter 1970), pp. 108-21.

Presents a "pragmatic pluralistic strategy"for reform of campus governance. Across-the-board solutions according to principle or ideology should be avoided. For each of the diverse functions of postsecondary institutions, "the central question should be who has an interest in the problem and who has competence to deal with it. The test should be performance." Decentralization is crucial, so that within larger institutions each component, with its own function, can govern itself accordingly in face-to-face fashion.

44. Kerr, Clark. The Uses of the University. Cambridge, Mass.: Harvard University Press, 1963. ix, 140 pp.

Drawing on the assumption that "new knowledge is the most important factor in economic and social growth," CK traces the origins, current problems, and future of the "multiversity," which he defines as a "vast and complex institution, supported by formidable amounts of money...able to create new knowledge on a large scale and at a rapid rate...[and] more closely linked with the needs of society as a whole than universities have ever been before."

45. Knoeringen, W. von, "Die Kritische Akademie" (The critical university), Politische Studien (München), Vol. 197 (May-June 1971), pp. 227-44.

The necessity of developing a critical consciousness. In Hesse and in Berlin this goal has not been attained. The university must be a place for voluntary education; it must treat all problems critically and use modern pedagogical methods like group dynamics. There should be a marked anthropological character to the knowledge fostered and it should promote political engagement.

46. Lilge, Frederic. The Abuse of Learning: The Failure of the German University. New York: Macmillan, 1948. vii, 184 pp.

A study of the German university's failure to resist Nazism by a scholar of German birth and education. He finds the heart of the difficulty in intellectual attitudes developed in the decades prior to 1933 which directly implied an abdication of moral, educational, and scholarly responsibility. The Humboldtian awareness of the unity of Wissenschaft, or scholarship, its crucial part in education, and the consequent concern of scholars with all of the real world had long since been replaced by a narrow, compartmentalized attitude toward research and a neglect of its educational role, which permitted academics to stand aside as the Nazis gained ground.

47. Litt, Edgar. The Public Vocational University: Captive Knowledge and Public Power. New York: Holt, Rinehart and Winston, 1969. xiii, 151 pp.

The university (read large state university) has become dependent upon the federal government for grants and direction. Accordingly, higher education has become a captive domain involved in the task of gathering vocational knowledge for political ends rather than cultivating the free and inquisitive mind. Universities now serve highly functional purposes, "processing skills and knowledge useful in organized form." EL's critical analysis reads much like characteristic attacks on the "technocratic university" by European observers, although it lacks their customary grounding in Marxism.

48. Livingstone, Hugh. The University: An Organizational Analysis. Glasgow: Blackie, 1974. 122 pp.

A straightforward, informative sociological study of the organization of British universities. Finding community, bureaucratic, and "service station" models of organization either outmoded or inaccurate, HL views university goals, and hence organization, as pluralistic, rather in the manner of Clark Kerr. He considers in detail both the internal structure and the performance of the universities and their links with external society and its most influential aspect, the state. Since hierarchical modes of control remain largely unacceptable due to the continuing strength of the ideal of academic freedom, the best prospect for attaining some degree of consensus about university goals and thereby promoting innovation is to strengthen committees and other "collaborative problem-solving and decision-taking groups."

49. Millett, John D. The Academic Community: An Essay on Organization. New York: McGraw-Hill, 1962. xi, 265 pp.

The principle of hierarchy is not applicable to colleges or universities, argues JDM. They are organized as academic communities, and their operation depends on consensus among the faculty, students, alumni, and administration. Higher education's peculiar, nonhierarchical structure (JDM deals with the American case) is the result of its unique purpose in society: the preservation, transmission, and advancement of knowledge. This can only be effectively accomplished in a nonauthoritarian environment in which questions are freely asked and doctrines propounded which may be a threat to those in power.

50. Minogue, Kenneth R. The Concept of a University. Berkeley: University of California Press, 1973. 231 pp.

A spirited philosophical analysis of the distinctive identity of the university as a historically unique--and fragile--educational institution. KRM argues that the university's fundamental mission is the pursuit of pure learning and understanding. In its essence, this pursuit has nothing to do with societal needs or utilitarian applications of knowledge, and functional or sociological interpretations of the roles of higher education in relation to society are therefore irrelevant, misleading, and arbitrary. Such functional views are nonetheless pervasive; they lie at the root of recurrent political and intellectual attempts to subordinate the university to extraneous societal purposes.

51. Moberly, Sir Walter. The Crisis in the University. London: SCM Press, 1949. 316 pp.

A contribution to the extensive discussion of the university's place in postwar Britain (see also Truscot, 1943, Simon, 1943, and Nuffield, 1948). WM feels that the crisis centers upon the university's abdication of its responsibility to consider sensitive moral and philosophical questions, which amounts to its withdrawal from its proper position in society. He calls for a "new Christian" attitude to include the advantages of the classical, liberal, and scientific types of education by adding a dose of moral purpose.

52. Monnerot, Jules. Démarxiser l'Université. Paris: La Table Ronde, 1970. 179 pp.

In this brilliant, violent pamphlet, JM argues that Marxism has increasingly acquired an aura of intellectual respectability and has now become a pervading mode of thought among social and political elites in Western Europe and France, especially in the last two to three decades. According to the author--a specialist on the sociology of Marxism, traumatized by the May-June events--the French university participates in the long-term trend because its

"professeurs catéchisés" socialize entire generations of young students in terms of Marxist values and schemes of analysis. Monnerot calls for a restoration of "laïcité" in the French university system.

53. Montefiore, Alan, ed. Neutrality and Impartiality: The University and Political Commitment. London: Cambridge University Press, 1975. 292 pp.

An "open-ended" and "not very systematic" analysis of the political role of the university in modern society. Deals with both the university's internal and external relations and the roles of university teachers and researchers in relation to their subjects, their students, and their wider political commitments. The debate is introduced by a dispassionate and detailed essay by the editor and taken up by seven commentators from Britain, Singapore, and Europe. Montefiore thinks that the liberal conception of the university is "honestly conceivable under some but not all conditions," reaching his general conclusions after an appraisal of each contributor's essay.

54. Najman, Dragoljub. L'Enseignement Supérieur, Pour Quoi Faire? Paris: Fayard, 1974. 192 pp.

Analysis of higher education systems in the world with particular emphasis on the French experience. DN focuses on the intellectual disarray created by the multiplicity of functional tasks and missions assigned today to higher education.

55. Neuhaus, Rolf, ed. Dokumente zur Hochschulreform 1945-1959. Wiesbaden: Franz Steiner, 1961. 656 pp.

An exhaustive collection of postwar reform proposals on German higher education by organizations and conferences. No government statements are included, with one or two exceptions, nor are writings by individuals. Major sections are devoted to the West German Rectors Conference, the Association of German Student Bodies (Verband Deutscher Studentenschaften), other student organizations, and a long series of reform meetings and commissions. Among the latter, the so-called Blue Report (Blaues Gutachten) is the best known and probably the most important. It was prepared in 1948 by a largely German committee under the auspices of British occupation authorities. Although proposing a number of relatively minor reforms, the report assumed that the German university tradition was "healthy at its core," echoing a phrase first used during the Weimar Republic. This tone, invariably emphasizing the unity of pure research with teaching as a key structural element, was characteristic of virtually all writings in this volume as well as afterwards, at least through the mid-1960s.

56. Newman, John Henry. The Idea of a University. Defined and Illustrated I. In Nine Discourses Delivered to the Catholics of Dublin; II. In Occasional Lectures and Essays Addressed to the Members of the Catholic University. Edited with an introduction and notes by I. T. Ker. London: Oxford University Press, 1976 (first edition 1852). lxxv, 684 pp.

The first book-length landmark on the path of modern English thought about the university. The route begins with Hamilton and the Edinburgh reviewers, goes through Newman, followed by Pattison, Arnold, et al., and on to the twentieth century theorists and critics. Newman formulated his ideas about the university, which he had first acquired as an Oxford student and don, while trying to establish a Catholic university in Ireland. Apart from his call for religion in the academic curriculum, he is the most famous theorist of what is often described today, rather loosely, as liberal education. This was to consist of a thorough grounding in the first principles of several of the great number

of legitimate fields of study (Newman was no foe of the sciences), preferably acquired in the atmosphere of a university. Knowledge, then, is "its own end," and the university "is a place of teaching universal knowledge" (Newman's emphasis). The advancement of knowledge is a task for other institutions. The university's most important product was to be educated gentlemen, capable of applying their generally trained intellects to any specific problem and of tempering their ratiocination with moral purpose. The present edition is the first with full annotations and critical apparatus.

57. Niblett, W. Roy, ed. Higher Education. Demand and Response. San Francisco: Jossey-Bass, 1970. 270 pp.

This book of essays presented at the University of North Carolina covers such topics as productivity in the university, academic freedom and social responsiblity, and the relationship of higher education to social change. The participants in this meeting generally stressed the contradiction between the needs of individual students for self-fulfillment and society's need for specialized knowledge and manpower. Excessive specialization is portrayed as having a detrimental effect on society because it entails a weak personality development. The student protest of the late sixties is thus presented as an outgrowth of these tensions. The contributors to the volume are inclined to see a solution in the development of interdisciplinary curricula and a renewed emphasis on community life in the university itself.

58. Niblett, W. Roy. Universities Between Two Worlds. New York: Wiley, 1974. viii, 179 pp.

WRN finds the university caught between the old world of past and present, for which it was originally designed, and a new, perhaps yet unborn world of the future, in which greater technical skill should combine with greater humane interests. Indeed, he propounds the paradox that the new technological world will have proportionately less need of technicians, but vastly greater need of humane, socially conscious men. The increasingly specialized, mechanical role of higher education in preparing narrowly oriented people for work is therefore inappropriate, since work will become less time-consuming and demanding and intellectual endeavor generally all the more important. The study covers the past history of the university's social role, and such aspects of potential change as the "media of influence," "the content of the curriculum," and "the uses of the humanities."

59. Nisbet, Robert. The Degradation of the Academic Dogma: The University in America, 1945-1970. New York: Basic Books, 1971. xviii, 252 pp.

According to RN, the "academic dogma" is simply a profound faith in scholarly knowledge as important, or even sacred, for its own sake and not for reasons of utility or rationality. Since their medieval origins, universities have been the institutional repositories of this dogma, and their function has accordingly been "the discovery and the teaching of knowledge as this knowledge was made manifest by cumulative scholarship." In the United States this central function survived essentially unscathed until the 1940s but has since been undermined by numerous factors: the "higher capitalism" of project grants and quasi-independent research institutes, a consequent fragmentation of authority (cf. Shils, "The Hole in the Center," 1970), a "plunge into direct service to society," and "extreme politicization," in the sense of a pervasive spread of adversary relationships and the overt pursuit of political goals in an academic context. Thus the academic dogma has been progressively degraded, and scholarly activity, including teaching, is increasingly governed by considerations other than the

value of knowledge in itself. A sweeping, pessimistic analysis, much in the tradition of Veblen (1918).

60. Olafson, F. A., "Democracy, 'High Culture,' and the Universities," Philosophy and Public Affairs, Vol. 2, No. 4 (Summer 1973), pp. 385-406.

"The disturbances which have shaken institutions of higher education during the past years have at least temporarily subsided but not without modifying the character of those institutions in significant ways. So it appears necessary to assess these changes and especially the new conceptions of the university that are reflected in them. The most obvious changes are the constitutional ones, most notably those which assign new roles to students and to student representatives in the academic government of their universities. On another hand it seems important to examine the implications of the new conceptions of culture for the established fields of humanistic study."

61. Ortega y Gasset, José. Mission of the University. Princeton: Princeton University Press, 1944. 103 pp.

A renowned current philosophical treatment of the modern university. Ortega found the current higher eudcation of Europe to be concentrating on scientific research and training for the professions, to the detriment of the most fundamental mission of the university, the transmission of culture. Culture consists of the basic ideas and intellectual disciplines that are fundamental to the life of any society, and Ortega therefore considers that the university's primary obligation and relation to society consists of handing on those fundamental concepts. In consequence, teaching is the central activity of the university, and the university's key personnel must be skilled teachers above all. Science, the search for new knowledge, should occupy the border zone of the university, so that the spirit and findings of science may provide continuing nourishment for culture but not distract from the teaching of it.

62. Parsons, Talcott, and Gerald M. Platt. The American University. Cambridge, Mass.: Harvard University Press, 1973. xi, 463 pp.

Complex--if not obscure--empirical and theoretical, organizational and functional analysis of the American university, its setting in the larger world of higher education, and its place in society as a whole, from the perspective of Parsons's "system of action." The theoretical introduction outlines the framework of the volume, focusing on the place of the university on an historical continuum defined by the industrial revolution, the democratic revolution, and the educational revolution and its linkages to four subsystems of action (behavioral organism, personality, social system, and cultural system) as they related to functional global societal processes (latent-pattern-maintenance, adaptation, goal attainment, and integration) and societal subsystems (fiduciary, cognitive, economic, and political). The following chapters elucidate and document the components of this paradigm and clarify the nature of the process of higher educational change. The authors conclude that "the academic system as the culminating focus of the educational revolution is grounded in its status, both at the cultural and the societal levels, as a sector of the modern system, a sector differentiated from others with respect to the relative primacy of cognitive interests and functions. The balances between cognitive and other interests leave room for considerable adjustments in the course of developing processes of social and cultural change, but the radical subordination of these cognitive interests to others would subvert the system."

63. Pickering, George. The Challenge to Education. London: C. A. Watts and Company, 1967. viii, 167 pp.

GP sees premature specialization, outmoded studies, a disdain for technology, and a failure to provide a well-integrated education as the problems of the sixth form (upper secondary school) and undergraduate education. As for graduate education and research, they have been neglected and Britain is paying the price.

64. Pratt, John, and Tyrrell Burgess. Polytechnics. A Report. London: Pitman, 1974. 250 pp.

A fully documented study of the genesis and development of the polytechnics dealing with their objectives, financial arrangements, salary structures, building policies, student grants, and methods of government. The authors conclude that the polytechnics were inappropriate institutions for the purposes assigned to them.

65. Ritter, Gerhard. Die Krisis des deutschen Universitätswesens. Tübingen: Mohr, 1960. 32 pp.

This tract by an eminent historian, which first appeared as a newspaper piece in the conservative Frankfurter Allgemeine, traces the "crisis of the German university" to the advent of mass enrollments which threaten the traditional concentration on research training for a select body of students. Unabashedly elitist and even aristocratic in his views, GR feels that the only true scholar is one who is driven by internal compulsion to pursue knowledge. To handle the mass of students who are not qualified for such a rarified enterprise, GR advocates the creation of a large group of tenured university teachers ("Studienprofessoren") who would not normally be expected to do research or strive for a professorial chair. Such an idea was by no means new, but it would have involved too open a breach with the Humboldtian ideal of the unity of research and teaching ever to gain wide acceptance.

66. Robinson, David Z., "Will the University Decline as the Center for Scientific Research?" Daedalus (Spring 1973), pp. 101-10.

Examines research arrangements in high energy physics and astronomy and finds that despite contentions to the contrary, university scientists remain in control. "This is the result both of their adroit political maneuvering and of their well established status and prestige." DZR expects university scientists to continue making themselves felt. From an issue entitled "The Search for Knowledge." See also Johnson (1973).

67. Schelsky, Helmut. Einsamkeit und Freiheit: Idee und Gestalt der deutschen Universität und ihrer Reformen. Düsseldorf: Bertelmann Universitätsverlag, 1971. 288 pp.

This edition of a now-classic study (1963), translated as "Solitude and Freedom [a phrase from Humbolt, 1970]: Idea and Form of the German University and its Reforms," includes a new "Postscript 1970." Analyzes the evolution of the social philosophy of the German university from Humboldt, Schleiermacher, and the founding of Berlin University in 1810 to the 1960s. Despite his criticism of this long development as overly intellectual and theoretical in orientation, HS argues that the Humboldtian concepts still can play a valid and significant role in the development of German higher education and stresses that true reforms can occur only as a result of genuinely new ideas about the function of the university within society. The book is important for the breadth of its

discussion and the incisiveness of its basic thesis. For more focused analyses in English, see Turner (1971) and Ringer (1969).

68. Seabury, Paul, ed. Universities in the Western World. New York: The Free Press, 1975. xi, 303 pp.

A collection of essays assessing the impact of the changes of the last decade on the functions and operations of university systems in West Germany, the United States, Canada, Great Britain, the Netherlands, France, Italy, Japan, Australia, and Sweden. The authors examine the aims of higher education, the academic ethos, and the conflict between the university's autonomy and the demands of industrial societies in a comparative perspective. Their common assumption is that "the world of scholarship and learning should be unitary." Under these conditions, they view the central function of the university as the"exclusive transmission of learning and the advancement of knowledge" and "students and faculty are thus [its] essential corporate components: and it is in the nature of the university that the two differ greatly in their relation to it."

69. Touraine, Alain. The Academic System in American Society. New York: McGraw-Hill, 1974. xvi, 319 pp. Sponsored by the Carnegie Commission on Higher Education.

AT's chief theme is the interrelationship between universities and American society, as it has developed historically. He considered three roles or missions for higher education: the creation of culture and knowledge, society-wide institutional development, and organizational and educational consolidation. In the nineteenth century, institutional development was paramount, as a means to national integration. Between the wars, the main national task was consolidation and reproduction of the social order; here the educational and organizational mission of the university was instrumental. Since the 1950s, the creation of knowledge and culture, as well as the active production of a new, technologically based social order, have become paramount. Despite a certain lack of conceptual and organizational clarity, this is an ambitious and provocative study, useful in its application of a European, partly Marxian framework to American developments.

70. Trow, Martin, "'Elite Higher Education': An Endangered Species?" Minerva, Vol. 14 (Autumn 1976), pp. 355-76.

Conceding that there is no longer any "agreement on what is the irreducible and essential content of higher education for an elite," MT is concerned with its form rather than its content. It is "marked by attempts to infuse a general moral and cultural outlook, by efforts to shape qualities of mind and feeling, attitudes and character, and not merely train or inform students." It involves "a relatively close and prolonged relationship between student and teacher." In contrast, mass higher education stresses the transmission of knowledge and skills, with briefer, more formal contact between teachers and taught. The place of elite higher education within national systems varies considerably, but official or informal havens for it exist in virtually every country. Although it is threatened by comprehensive reformers seeking greater egalitarianism and economy, MT argues that its survival is at present not seriously endangered.

71. Truscot, Bruce (pseud.). Redbrick University. London: Faber and Faber, 1943. 191 pp.

A widely read discussion of British universities as they faced the postwar period, focusing on the civic universities in relation to Oxbridge. BT advocates the primacy of research over teaching, in opposition to Newman (1976) and the prevailing British tradition. Other sections treat university organization, student life, and links with larger society. (Cf. Moberly, 1949; Nuffield College, 1948; and Simon, 1943).

72. Turner, R. Steven, "The Growth of Professorial Research in Prussia, 1818 to 1848--Causes and Context," in Russell McCormmach, ed., Historical Studies in the Physical Sciences, Vol. 3. Philadelphia: University of Pennsylvania Press, 1971, pp. 137-82.

This article dissects the process through which scholarly, empirical research came to be adopted as the chief mission of Prussian universities. Three major factors are seen as contributing to this development. The first, the rise of Humboldtian ideology (Humboldt, 1970, Schelsky, 1970), is the explanation traditionally offered by German historians. The second factor, decentralization and competition among the system of Prussian and German universities, has been proposed more recently, notably by Joseph Ben-David (Scientist's Role, 1971). In contrast, the role of the Prussian state as a third major factor has been neglected, RST feels--especially the way in which ministers applied criteria of research accomplishment to professorial appointments often made with little consultation with the faculties concerned. Thus the "research imperative," as elaborated in RST's painstaking dissertation (Princeton, 1973), became a central aspect of the professorial role.

73. Van de Graaff, John H., "The Politics of German University Reform, 1810-1970." Unpublished dissertation, Columbia University, 1973. 393 pp.

Broad analysis of the complex interrelationships between ideas concerning the function of the university in Germany, its links to society and the state, and internal academic structure, commencing with the founding of Berlin University and continuing into the late sixties, when functionalist and democratic conceptions of the university began to emerge. VDG shows how academic unrest in this period "helped release novel systems of ideas about the function and structure of the university, and these in turn quickly began to affect actual policies." Alternative goals and structures for higher education are thus debated again but the Germany university's relationship with the state leads to a pessimistic assessment of its future development.

74. Veblen, Thorstein. The Higher Learning in America: A Memorandum on the Conduct of Universities by Businessmen. New York: B. W. Huebsch, 1918. viii, 286 pp.

The best known polemic on the American university. TV's strictures on the competition for funds and students, the governing body's frequent concentration on conspicuous consumption, the attention given to a narrowly based vocationalism, and the fetish of football are well known. Altogether, "the intrusion of business principles in the universities goes to weaken and retard the pursuit of learning, and therefore to defeat the ends for which a university is maintained ....any disinterested preoccupation with scholarly or scientific inquiry is thrown into the background and falls into abeyance." For TV, the university's only proper mission is to advance that body of "esoteric knowledge" which has formed the "substantial core" of every civilization.

75. Wallerstein, Immanuel. University in Turmoil: The Politics of Change. New York: Atheneum, 1969. ix, 147 pp.

A stimulating analysis of the university crisis in the United States, presented as an outgrowth of social problems common to the industrialized countries of the world. IW focuses on three critical areas: the relationship of the university to the federal government, its proper role in the process of national social change and development, and the measures that should be implemented in order to alter the distribution of power within the university among faculty, students, administrators, and trustees.

76. Wallerstein, Immanuel, and Paul Starr, eds. The University Crisis Reader. Vol. I: The Liberal University under Attack; Vol. II: Confrontation and Counterattack. New York: Random House, 1969. xxv, 558 pp. and xxi, 515 pp.

The first volume of this anthology deals with major substantive issues under debate in American universities in the late sixties, including the educational role of the university, the university as a firm, government and war, racism and the university, university governance, and the educational process. The material consists of pamphlets, leaflets, articles, reports, letters, and speeches that appeared between 1965 and 1970 documenting the radical attack on the liberal university and liberalism's counterattack against the radical movement. The second volume focuses on the political conflicts and the politics of confrontation that developed within the university itself. The first part seeks to determine which tactics are legitimate in a university setting. Part two is primarily a study of the Students for a Democratic Society. The third section highlights patterns of faculty divisions. Part four discusses the response of the "establishment," and the final section presents documents related to the counterattack against the student movement.

77. Wilson, H. E., "The Role of the University in International Relations," Annals of the American Academy of Political and Social Science, Vol. 301 (September 1955), pp. 86-92.

"The role of the University in International Affairs is neither simple nor easily fulfilled. It is focused on research to advance man's knowledge of other countries and of relations among countries; it is equally focused on the training of young people, most of them as leaders in fields related to World Affairs, with some as specialists in the further development of International Relations as a field of systematic study. The University has also the function of an advisor to society, a voice in the formation of public opinion. There are complex problems, in both policy and practice, arising from these functions, but unless all are solved, the nation's participation in world affairs will be severely handicapped."

78. Wolff, Robert Paul. The Ideal of the University. Boston: Beacon Press, 1969. xiii, 161 pp.

RPW conceptualizes the university's functions in terms of four ideal types: sanctuaries of scholarship, training camps for the professions, social service stations, and assembly lines for Establishment men. Drawing on Paul Goodman, RPW writes that "the ideal university...is a community of learning.... [It] ought to be a community of persons united by collective understandings, by common and communal goals, by bonds of reciprocal obligations, and by a flow of sentiment which makes the preservation of the community an object of desire, not merely a matter of prudence or a command of duty." Accordingly, the fundamental principle of university governance must be "all power to the faculty and students." Processes of decision must be brought into the open and encourage the natural growth of the community.

CHAPTER TWO

THE UNIVERSITY AND THE MODERNIZATION OF SOCIETY

The study of higher education systems as they relate to their changing social environment has become a specialty in itself. Yet, despite an outpouring of publications concerned with a wide array of subjects, the field seems to lack firm epistemological, methodological, and theoretical foundations.

The historical vein still attracts a considerable number of scholars interested in identifying patterns of the university's responses to external changes. Their studies--in particular those of Ashby (1974), Rothblatt (1968), and Stone (1974)--generally stress that adaptive processes are fraught with ambiguities, uncertainties, and outright contradictions: as Durkheim pointed out a long time ago, it is unlikely that there will ever be a perfect fit between higher education systems and social institutions.

The widespread impact of the behavioral movement in the social sciences brought about a greater degree of systematization in research on these subjects. A sophisticated use of sociological data may be found in the works of Boudon (1974), Halsey, Floud, and Anderson (1961), and Karabel and Halsey (1977). The proper substantive focus of the field has been considerably elucidated by Dressel and Mayhew (1974). Interesting conceptual approaches have been developed by Leslie and Miller (1974) and Philibert (1966) in their works dealing respectively with the "steady state" and the impact of the growth of knowledge on the structures and functions of higher education. Finally, the French sociologist Boudon has ventured into pioneering and imaginative efforts involving the use of game theory and mathematical models (1973).

Nevertheless, the bulk of the literature revolves around ill-defined and impressionistic, broad-gauged theoretical themes. For example, students of the "post-industrial society" syndrome (Bell, 1973) have discussed the changing functions of higher education systems against the background of the emergence of new modes of social and economic organization. Writers of a Marxist or neo-Marxist bent have explored the political implications of these developments with particular emphasis on the rise of a different type of power elite and the phenomenon of student activism (Aptheker, 1972; Marcuse, 1964 and 1969; Mills, 1956; and Touraine, 1971).

The linkages between systems of postsecondary education and their cultural environment have also drawn considerable attention. The most important work here is probably Crozier's Bureaucratic Phenomenon (1964), which seeks to explain patterns of innovations in French higher education in terms of an ambitious model based on the peculiarities of French political culture. Of related interest are those works that single out cultural traditions and systems of thought as major stumbling blocks preventing meaningful reforms (Van de Graaff, 1973) or, conversely, as determining factors enabling higher education systems to adapt themselves to their changing social environment (Brubacher and Rudy, 1968; Nevitt, 1962; and Rudolph, 1962). Let us note that the university response to specifically urban problems and issues has been (with the possible exception of British social scientists) the quasi-exclusive concern of American scholars (Mitchell, 1974, and Murphy, 1975).

To summarize, in recent years there has been a growing awareness of the need to develop a more coherent theory of the linkages between society and systems of higher education. Efforts in that direction have been spotty and fragmented and the literature still relies on a loose and eclectic approach derived from system analysis (Massialas, 1969), structural-functionalism (Parsons and Platt, 1973), and modernization and political development theory (Coleman, 1965, and King, 1969). What remains to be done is to reconcile these various approaches into a systematic conceptual framework lending itself to genuine cross-national analyses (Clark, 1973).

The empirical subject matter of the sociology of comparative higher education is broad and varied in scope. Behind the diversity of interests, however, students of higher education have been primarily concerned with the growth and, more recently, the contraction of higher education in response to societal change.

After an exceptional period of unprecedented expansion in the decade of the sixties, higher education systems in industrial societies are now going through an era of consolidation or, perhaps more accurately, a phase of slowed expansion and, in some cases, recession. There are still relatively few comparative analyses of the causes and consequences of this current phenomenon (Devèze, 1976; Geiger, undated; Trow, 1976; and the most recent IECD publications). Hecquet, et al. (1976) have documented the slowdown in student enrollments and the demand for higher education; the OECD has been especially concerned with the economic and financial aspects of the crisis.

By and large, however, the literature remains embedded in assumptions, perceptions, and modes of conceptualization developed against the background of the growth period of the preceding decade. The main thrust of these analyses has been to explore the qualitative problems and political issues arising from the quantitative growth of postsecondary education, including the pervasive question of democratization of higher education, or the broadening of access to social groups hitherto disadvantaged.

The postwar demographic explosion has often been noted as one of the major causes of the destabilization of systems of higher education, especially in Europe (Boudon, 1969; Dresch, 1975; and Institut National d'Etudes Démographiques, 1970). But a majority of scholars have preferred to explain the enrollment explosion in the larger context of the social transformations that have reshaped the structure and operation of industrial societies since the war. Their works are legion and their focus varies widely, ranging from the perceptive social criticism of Jencks and Riesman (1968), advocacy of competitive models of organization (Ben-David, 1972 and 1977), the institutional approach of Gilpin (1968), to the psychosociological interpretations of Aron (1964).

The unregulated flow of students into higher education has brought with it a host of structural issues also arising from the need to develop institutions more adequately suited to the requirements of modern society. The overhauling of old elitist structures is still a burning problem throughout Europe and has been a matter of considerable controversy in North America, albeit to a lesser degree. There are many competent overviews evaluating policy and highlighting the dysfunctional aspects of the persistence of elitist institutions in an age of mass or universal higher education. Antoine and Passeron (1966) have called for the establishment of more differentiated functional structures. Ashby (1974) has been concerned with the reconciliation of the university's nineteenth century heritage with the trend that draws it into the marketplace. The numerous OECD reports have focused on the desirability of better and more

systematic medium-term planning. Finally, background and illustrative material on innovations may be found in case studies on individual institutions in the United States (MacDonald, 1973, and Riesman and Stadtman, 1973), the United Kingdom (Beloff, 1968; McClintock, 1974; and Mountford, 1972), and West Germany (Raupach and Reimann, 1974).

Much attention has also been devoted to two recent trends in the response of political institutions to the advent of mass higher education: first, the efforts of governments to "vocationalize" their university systems through the development of short-cycle education (Van de Graaff, 1976), and second, half-hearted attempts to mold university systems into an integrated pattern of lifelong education (King, et al., 1974; Faure, et al., 1972; and Husén, 1974).

Taking into account the persisting compartmentalization of systems of higher education, the implementation of the "learning society" still remains a vision of the future. The difficulty of implementing such an ambitious scheme is well illustrated by the debate over the proper links between secondary and higher education. The best overview of the explosive issue of access to higher education still remains the monumental 1965 study undertaken under the auspices of UNESCO. A more recent contribution may be found in Burn, (1977), published by the ICED. Other important works calling for a greater degree of structural differentiation and a more adequate machinery of student selection to resolve the access problem include Cerych (1975), Clark (1977), Hearnden (1973), Le Bris (1975), Sauvy (1973), and Talbott (1969).

The intractability of the access issue derives in large part from the fact that access is closely related to the massive problem of democratization. Few would disagree that education and in particular higher education in modern societies are important factors determining patterns of social stratification. This explains why so much attention has been riveted on the sociological determinants of access to higher education. Thus, survey data and other behavioral techniques have been used to measure the institutionalization of social mobility (Abbot, 1971, and Boudon, 1974), and numerous studies have examined the impact of social class on educational opportunities (Anderson, 1975), educational attainment and performance (Husén, 1969, 1972, 1974, and 1975), and college aspirations (Watts, 1972).

A large body of literature (mainly American in authorship) has been concerned with differential access to higher education as a result of sex (Astin, 1969; Carnegie Commission on Higher Education, 1973; Feldman, 1974; Hervé, 1973; Rossi and Calderwood, 1973; and Tournier, 1973) and with race (Bowles and De Costa, 1971). In Europe, scholarly work emphasizing the links between higher educational opportunities and the differentiation process taking place at lower levels of the educational system (Bisseret, 1974) has been overshadowed by the activities of the Centre de Sociologie Européene. Bourdieu (1970), Bourdieu, et al. (1964 and 1965), Bourdieu and Passeron (1970), Grignon and Passeron (1970), and others have argued that educational opportunities can be correlated with the nature of university curricula and teacher training and recruitment procedures. Much of this line of thought is predicated on the assumption that college education performs a latent function of socialization (Gerbod, 1976; Handlin and Handlin, 1970; and Nevitt, 1962). The exact nature of the impact of college education on student behavior and belief systems is still a matter of lively controversy, although some scholars have singled it out as a major source of student unrest in the mid and late sixties (Boudon, 1968, and Monnerot, 1970).

An outgrowth of this debate has been a growing interest in systems of higher education as instruments of elite reproduction. Such studies--whether

they focus on the socialization and recruitment of administrative elites (Armstrong, 1973, and Suleiman, 1974), the training of managerial and business groups (Kindleberger, 1976), or political leaders (Marvick, 1961), usually stress the inertia and conservatism of institutions of higher education as instruments of social mobility.

How then has the challenge of democratization been met by governments? Four major trends emerge from existing publications. For some, it is necessary to increase the flow of financial aid to students and to develop (often non-existent) flexible and appropriate formulas of student guidance to avoid unnecessary waste, especially among students who do not enjoy what Bourdieu and Passeron would describe as a heritage culturel (Fournière and Borella, 1957, and Woodhall, 1970). Others, under the aegis of T. Husén, have drawn attention to the necessity of setting up comprehensive secondary school systems as a prerequisite to the democratization of higher education. A third school of thought has been concerned with the introduction of relatively incremental institutional changes within a largely untouched overall structure for the purpose of improving its operation. Such proposals focus on the enhancement of the status of vocational and technical subjects in the curriculum (Ashby, 1958; Leon, 1968; and Niblett, 1970 and 1975) and/or the promotion of recurrent, adult education with special attention to the needs of workers (Council of Europe, 1970; Houghton and Richardson, 1974; ILO, 1974; Knowles, 1962 and 1969; and Vaudiaux, 1974).

A fourth and final trend in the literature (overlapping to a considerable extent with our section on the response of governments to the expansion of higher education) stresses that the democratization of higher education--especially in Europe--entails a greater degree of structural differentiation among interconnected, diversified, and integrated institutions geared toward research and/or teaching to new student constituencies. Thus, the spread of the two-year junior colleges has drawn considerable attention (Kintzer, 1974; Cohen, et al., 1971; Neave, 1975; and Watson, 1973). Furth (1973) and Van de Graaff (1976) have welcomed the expansion of short-cycle education. The usefulness of state universities in the United States has been debated by Nevins (1962) and Dunham (1969). Armytage (1955) has found evidence that the civic universities in Great Britain assisted the emancipation of the urban proletariat. Pratt and Burgess (1974) have criticized the British binary system, and the establishment of experimental institutions similar to the Open University has awakened great hopes and expectations (Rau, 1974; Tunstall, 1976; and Fomerand, 1976).

Needless to say, there is no apparent agreement over the proper thrust and basic orientation of suitable policies for democratizing higher education. Nor in fact is there any consensus on the desirability of such a policy. The issue raises many troublesome questions about university missions in society, and policies implemented under the banner of democratization have often had a disruptive impact on the university's internal governance and the relationship with state authorities. These misgivings may have been heightened by the relatively disappointing results of policies of democratization (Anderson, et al., 1972; Astin, et al., 1972; Boudon, 1974 and 1977; and Bourdieu, 1973) and their élan may have been blunted by the current crisis affecting the systems of higher education in industrial societies.

79. Abbot, Joan. Student Life in a Class Society. Oxford: Pergamon Press, 1971. 642 pp.

A superb scholarly work based on a survey of British students at the universities of Durham, Edinburgh, and Newcastle conducted between 1962 and 1965. The study shows the importance and significance of social class background in participation in and leadership of organized student activities and in informal social relations. There are slight variations, however, resulting from institutional differences. JA concludes that the institutionalization of social mobility has only a limited impact on the value system of the groups passing through the university. "Thus if social class identities persist it is quite likely that institutionalized mobility through higher education may create a new kind of elite. This would represent an elite in socio-economic terms and one harnessed to the societal means of production and power as bearers of knowledge useful to society, and one which retains original social class values, culture and identity....This by no means indicates a disappearance or shrinkage of social classes. It would seem to point to changes in number and kind rather than in degree of existing social classes."

80. Abramson, Joan. The Invisible Woman: Discrimination in the Academic Profession. San Francisco: Jossey-Bass, 1975. 248 pp.

Based on the author's own experience in government, this work is a valuable addition to the growing literature on sex-related discrimination in American universities. JA examines the activities of the Department of Labor, the Equal Opportunity Employment Commission, HEW, and both state and federal courts and argues that "...the most serious problem that exists today in the struggle to achieve equal employment is the unwillingness of federal employees to do the job they are paid to do, the unwillingness of these people to enforce the law."

81. Altbach, Philip G. University Reform: Comparative Perspectives for the Seventies. Cambridge, Mass.: Schenkman, 1974. 211 pp.

The contributors treat a wide variety of issues reflecting the existence of common points of tension in different national academic settings, such as linkages between universities and governments, growth of enrollments, the demand for "relevant" curricula, the cost of higher education, university governance, and the politicization of the university. Countries covered are Colombia, France, West Germany, India, Japan, Nigeria, Turkey, the United Kingdom, and Yugoslavia.

82. Altbach, Philip G. The University's Response to Societal Demands. New York: International Council for Educational Development, 1975. 265 pp.

Records of a seminar sponsored by the International Council for Educational Development held in Aspen, Colorado in July 1974. The papers deal with the university's response to social demands, with particular emphasis on the meritocracy dilemma in higher education, access of minorities to higher education, the crisis of Italian higher education, the curricular manifestations of social egalitarian pressures, the egalitarian/elitist syndrome characteristic of the French university system, and the autonomy and accountability of universities in West Germany and France, the changing labor market, and sources of student discontent.

83. Althauser, Robert P., and Sydney S. Spivack. The Unequal Fifties. New York: John Wiley and Sons, 1975. xvii, 204 pp.

Sophisticated inquiry into the differential impact of college education on black and white graduates. The authors focus the analysis on two predominantly white

universities and one predominantly black institution and compare matched samples of their graduates between 1932 and 1964. The data show that academic achievement and social class held constant; the income gap between blacks and whites is not due to differences in graduate education, years of experience, and the like, but rather to differences in the extent to which the qualifications of blacks and whites are rewarded with money.

84. Amis, Kingsley. Lucky Jim. London: Penguin, 1961. 251 pp.

This novel portrays a picture, enormously exaggerated, one hopes, of the worst possible sort of English university college in the provinces. The protagonist eventually escapes from academia to find happiness in the arms of a beautiful girl and the employ of a wealthy patron, thus moving not to a better part of the twentieth century but into the eighteenth. (Cf. Proctor, 1957).

85. Anderson, C. Arnold, "Expanding Educational Opportunities: Conceptualization and Measurement," Higher Education, Vol. 4, No. 4 (November 1975), pp. 393-408.

"This paper re-examines data on inequality of opportunity for higher education in the light of the debate aroused in Sweden by the U68 report. Earlier data for four countries (USA, Sweden, Spain and Germany) are used to portray diverse status profiles of students: neither level of national income nor level of university enrollment appreciably affects selectivity of attendance...."

86. Anderson, C. Arnold, and Miriam Schnaper. School and Society in England: Social Background of Oxford and Cambridge Students. Westport, Conn.: Greenwood Publishers, 1972. 34 pp.

A solid comparative study of Cambridge and Oxford students in the eighteenth and nineteenth centuries and the years preceding World War II. The authors focus on three key variables: the social backgrounds of students, their subsequent careers, and occupational inheritance and social mobility. The data "give the definite impression of a student body altered in accord with changes in the society from which the students come and in which they take their part as they leave university halls. Where once there were sons of gentry and clergymen, there are now sons of business and professional men. The principal channel of mobility is no longer ecclesiastical. In certain respects, business has taken this place." On the other hand, the authors demonstrate that neither Cambridge nor Oxford "reach deep into the social pyramid." Accordingly, they conclude that "the data...justify the efforts of those who strove to found and nourish the newer universities." (Cf. Stone, 1974, Vol. 1.)

87. Anderson, C. Arnold, Mary J. Bowman, and Vincent into. Where Colleges Are and Who Attends. Effects of Accessibility on College Attendance. New York: McGraw Hill, 1972. 303 pp.

A methodologically and substantively exciting report prepared for the Carnegie Commission on Higher Education which has far-ranging and disturbing implications for those who want to demonstrate that the democratization of higher education merely entails an increased number of colleges. The authors show that college spatial proximity (be they junior colleges, open-door four-year colleges, or selective institutions) has little effect on the decision to attend college. Attendance is determined primarily by variables such as ability and family status rather than by the geographical proximity of a postsecondary institution. This conclusion, however, does not apply to colleges located in metropolitan areas, for which there are no available data, nor to adult students, who are

more affected by the proximity factor than college-age youth.

-- Antoine, Gérald, and Jean Claude Passeron. La Réforme de l'Université. Paris: Calmann-Levy, 1966. vii, 291 pp.

For full annotation, see entry No. 3.

88. Aptheker, Bettina. The Academic Rebellion in the United States: A Marxist Approach. Secaucus, New Jersey: The Citadel Press, 1972. 218 pp.

A Marxist evaluation of academic protest in the United States. The author argues that academic rebellion is not merely an intensified version of traditional academic dissent but reflects the beginnings of a qualitative change in the class position of the intellectuals. Students and professors are compelled by scientific and technological progress to become an essential part of the productive process and, by the same token, an integral part of the working class. With this shift in class identification has come an increase in social and political consciousness and commitment.

89. Armstrong, John. The European Administrative Elite. Princeton: Princeton University Press, 1973. xii, 406 pp.

Brilliant contribution to the comparative analysis of the French, German, British, and Russian bureaucracies. Drawing on concepts and methodologies of historical sociology and social psychology and focusing on the socialization and role perception of European high administrators, JA argues that five factors (metropolitan influence, territorial experience, administrative integration, postsecondary scientific and technical education, and economic training) have fostered administrative intervention in the process of economic development over the last two or three centuries.

90. Armytage, W. H. G. Civic Universities: Aspects of a British Tradition. London: Benn, 1955. 328 pp.

The only available general history of civic universities, containing a good deal of information but little effective analysis. More than half of the book is taken up with essays on the history of earlier institutions, and while these may be forerunners of the civic universities that arose during the nineteenth century, the author fails to trace a continuing tradition. In the absence of any clear analysis of their social roles (beyond the usual generalizations about the new demand for science), it is impossible to determine whether they are even parallel. Left with far too little space, the author then surveys the general characteristics of the emerging institutions, neglecting the unique forces in each case and the variety of models thus available for imitiation or modification in the twentieth century.

-- Aron, Raymond, "Some Aspects of the Crisis in the French University," Minerva, Vol. 2, No. 3 (Spring 1964), pp. 279-85.

For full annotation, see entry No. 4.

-- Ashby, Eric. Adapting Universities to a Technological Society. San Francisco: Jossey-Bass, 1974. xvi, 158 pp.

For full annotation, see entry No. 5.

-- Ashby, Sir Eric. Any Person, Any Study. An Essay on Higher Education in the United States. New York: McGraw-Hill, 1971. xi, 110 pp.

For full annotation, see entry No. 6.

-- Ashby, Eric. Technology and the Academics. An Essay on Universities and the Scientific Revolution. London: MacMillan, 1958. vii, 118 pp.

For full annotation, see entry No. 473.

91. Ashby, Eric, and Mary Anderson. Universities: British, Indian, African. A Study in the Ecology of Higher Education. Cambridge: Harvard University Press, 1966. xiii, 558 pp.

The main theme of this classic study is the adaptation of the British model of a university to social and cultural conditions in India and Africa, with attention to British policy toward higher education in the colonies. The book traces the history of British policy on the "export" of universities from the early nineteenth century to 1965, sketches academic opinion in Britain, and discusses the thorny question of adaptation to African conditions of curricula and patterns of academic government. There is also an essay on academic freedom and autonomy as it developed in Britain and as it is found in Africa. Although the book is not primarily focused on British higher education, it contains expositions of many of EA's views on the subject, notably concerning academic governance.

92. Astin, Helen S. The Woman Doctorate in America. Origins, Career, and Family. New York: Russell Sage Foundation, 1969. xii, 196 pp.

Drawing on a survey analysis of women who were awarded the doctoral degree by US institutions in 1957 and 1958, this study assesses "how the talents of professionally trained women are utilized in general and what specifically they contribute to American society." The volume presents a useful sketch of the demographic characteristics of Ph.D. women, their career choices, occupational achievements, and rewards and obstacles in career development. On the basis of her findings, HA suggests the following policy guidelines: greater educational and guidance efforts should be directed toward encouraging women to engage in male-oriented disciplines and professions; the development of part-time studies and part-time occupations should be encouraged;and salary differentials and academic regulations such as antinepotism regulations or regulations regarding pregnant women should be abolished.

93. Astin, Helen S., Alexander W. Astin, Ann S. Bisconti, and Hyman Frankel. Higher Education and the Disadvantaged Student. Washington, D.C.: Human Services Press, 1972. xiv, 359 pp.

An evaluation of the results of the controversial special admissions and educational policies for disadvantaged students in American colleges in recent years. Nineteen universities involving over two hundred students and staff members participated in the survey. The authors present case studies of various programs as well as longitudinal studies of students and formulate guidelines for changes in program structures, support services, staff selection, and the integration of such programs into the regular curriculum. One of the interesting findings is that the same proportion of "high risk, special students" (less than 15 percent) dropped out for a term or longer as did regular students.

94. Bailey, Stephen C., "Urban Decision-Making; the University's Role," in Political Background of Adult Education, edited by Thomas Cummings. Boston: CSLEA, 1967.

A discussion of the various ways in which the university can and should influence urban decision-making. These include sensitizing decision-makers to urban problems, pinpointing problems decision-makers should deal with, and providing technical advice to and educating urban decision-makers.

95. Baker, Liva. I'm Radcliffe! Fly Me! The Seven Sisters and the Failure of Women's Education. New York: Macmillan, 1976. 246 pp.

Its title notwithstanding, this is an excellent volume documenting the failure of the Ivy League colleges for women. The author (an alumna of Smith) argues that the "Seven Sisters" succeeded in achieving academic respectability but perpetuated a pattern of imitation rather than innovation. (Cf. Kendall, 1975).

96. Bakker van der M. A., R. W. Roesjes Hommes,"Woman and Education in the Netherlands," Society and Leisure , Bulletin 4, Sociology of Leisure, Education and Culture. No. 1 (1974), pp. 7-28.

A study of admission and selection criteria applied to men and women in education, the environmental prejudices that hamper the participation of women in the educational process, and the participation of women in various forms of education in the Netherlands. Finds that the higher the level of education, the greater the gap between men and women.

97. Baltzell, E. Digby. Philadelphia Gentlemen: The Making of a National Upper Class. Glencoe, Ill.: The Free Press, 1958. 440 pp.

A historical, sociological analysis describing how a national and associational upper class replaced the local and communal gentry in America between the Civil War and 1940. The study focuses on the social and economic history of the Philadelphia Establishment and its religious, social, and educational characteristics. One chapter deals with "Education and Status Ascription."

98. Baltzell, E. Digby. The Protestant Establishment: Aristocracy and Caste in America. New York: Vintage, 1966. xviii, 428 pp.

A historical and sociological essay focused on the structural changes within the American elite of white Anglo-Saxon protestants from Theodore Roosevelt to the early 1960s, demonstrating the linkages between high social status and political and economic power, and tracing the changing relationship between Establishment, intellectuals, and universities.

99. Barre, Raymond, and Jean-Louis Boursin. De l'Enseignement Secondaire à l'Enseignement Supérieur. Expériences Etrangères et Problèmes Financiers. Paris: La Documentation Française, 1974. 40 pp.

Prepared for the Education Ministry as part of a "preliminary and general reflection on the evolution of education systems focused on the articulation between secondary and higher education," this report briefly describes the current access systems of Great Britain, West Germany, the Netherlands, the Soviet Union, the United States, and Japan in order to determine which foreign practices are most relevant to a reform of the French system of access to higher education. RB and JLB see a solution to the French predicament in a diversification of postsecondary education coupled with a change in the functions traditionally assigned to the baccalauréat. These conclusions foreshadowed

the reform of the baccalauréat degree enacted thereafter by Education Minister Haby.

100. Barriers to Higher Education. New York: College Entrance Examination Board, 1971. 151 pp.

This volume brings together the papers presented at a College Entrance Examination Board colloquium held in June 1970 on "Barriers to Higher Education." The essays review the problems involved in equalizing opportunities for minority and poverty groups in the United States, with particular emphasis on the organization of higher education, the abuse of aptitude and achievement tests, irrelevant and irresponsible curricula, elitist admission standards, the paucity of adequate remedial programs, and the obstacle of money. Summarizing the deliberations, the vice president of the College Entrance Examination Board writes: "...the key words should be 'change' and 'more.' Change the use being made of tests of scholastic aptitude and achievement from screening to educational; change the nature of the educational experience the college provides from one intended for an elitist student population to one responsive to the needs of much more representative groups of American youth; change the attitude of the faculty toward minority/poverty youth from one of tolerance or even hostility to one of humanness; change the rigid, four-year requirement for graduation to a more flexible pattern in which students proceed at their own pace; change the policy of selective admissions to open admissions. The emphasis on 'more' was equally insistent: more truly free access institutions strategically located; more effective compensatory and supportive programs; more relevant research on the teaching-learning process; more reliable data on the performance of 'high-risk' students; more, much more, financial aid for the economically disadvantaged student, if he is to have access to higher education."

101. Bell, Daniel. The Coming of Post-Industrial Society. A Venture in Social Forecasting. New York: Basic Books, 1973. xiii, 507 pp.

The theme of this complex work is that in the next three or four decades we will see the emergence of what Bell calls "the post-industrial society." The concept of post-industrial society has five dimensions: the creation of a service economy, the preeminence of a professional and technical class, the primacy of technical knowledge, a strong emphasis on the planning of technology, and the rise of a new intellectual technology. Insofar as the "codification of theoretical knowledge" is the central ("axial") principle of post-industrial society, institutions of higher education will acquire critical functions as sources of innovation in research, training grounds for the creation of a technical intelligentsia and significant actors in the political decision-making process, and instruments of social stratification. Bell discusses the tensions between equality and meritocracy arising from these widespread social, political, and economic changes.

102. Bell, R. E., and A. J. Younston, eds. Present and Future in Higher Education. London: Tavistock Publications, 1973. 192 pp.

These papers were presented at a seminar sponsored by the Faculty of Social Science at the University of Edinburgh in December 1970. Their scope ranges from analyses of stability and change in British higher education to an evaluation of the role of the "new" universities in the United Kingdom. The contributors also investigate the concept of the university, its traditional role and status, the significance of the binary system, the planning and financing of universities, and the advantages of alternative types of higher education.

103. Beloff, Michael. The Plateglass Universities. Teaneck, N. J.: Fairleigh Dickinson University Press, 1968. 208 pp.

A lively sketch of the purposes and programs of the new English universities of Sussex, York, East Anglia, Essex, Lancaster, Kent, and Warwick, written against the background of student unrest. The center section of the book provides a good, brief account of each institution. MB concludes that the new universities, if not unduly starved for funds, ossified by time, or damaged by their student inmates, can provide a desirably "liberal" education while innovating in many areas.

104. Belorgey, Jean-Michel. Recurrent Education. Policy and Development in OECD Member Countries--France. Paris: Organization for Economic Cooperation and Development/Centre for Educational Research and Innovation, 1976. 30 pp.

Review of current developments in French recurrent education, with an analysis of the implementation of the 1971 Act on continuing occupational training.

-- Ben-David, Joseph. Centers of Learning: Britain, France, Germany, United States. New York: McGraw-Hill, 1977. xiv, 208 pp.

For full annotation, see entry No. 9.

-- Ben-David, Joseph. Trends in American Higher Education. Chicago: The University of Chicago Press, 1972. xi, 137 pp.

For full annotation, see entry No. 10.

105. Bereday, George Z. F. Universities for All. San Francisco: Jossey-Bass, 1973. xv, 158 pp.

This book provides a wide-ranging comparative overview of the impact of enrollment growth on the higher education systems of the major industrial societies. One of the first works to use the term postcompulsory, in place of postsecondary, education. Other themes include democratization and equality of access, the rise of subuniversities to university status, faculty and student roles in governance, academic freedom, public control, and curriculum reform. Evaluating expansion, GZFB asserts that "the only real argument can be about how controlled the growth should be--that there should be growth seems a foregone conclusion," a view that now seems more characteristic of the 1960s than the late 1970s.

106. Bergendal, Gunnar, "U68--A Reform Proposal for Swedish Higher Education," Higher Education, Vol. 3, No. 3 (August 1974), pp. 353-64.

The 1968 Swedish Educational Commission (U68) and its 1973 main report broaden the definition of higher education to include all training or education of adults, whether academic or vocational in nature. Higher education should be seen in the context of overall educational planning and should be better distributed geographically. The report perhaps points to the possible development of a new educational structure, with division into compulsory and post-compulsory education.

107. Berger, Ida. Tiendront-ils? Etude Sociologique sur les Etudiants des Deux Bords du Rhin. Paris: Anthropos, 1970. 267 pp.

Comparative attitudinal study of French and German students in Nancy and Marburg, based on a questionnaire distributed in March and April 1968. The survey

focuses on the following items: student social background, justification of their selection of a major field of concentration, religion, Vietnam, the Middle East, Greece, China, contacts with other social strata, attitude toward affluent society, class consciousness, and the role of women in society and the university. There are significant differences between French and German students on each of these questions. Specifically, the author found that the university system in France is more accessible to lower class students than in Germany. The German university system, however, is characterized by more egalitarian relationships between faculty and students. IB also shows that family and social backgrounds are two variables of greater significance in France than in Germany in explaining students' political orientation and behavior.

108. Berryman, Jack W., and John W. Loy, "Secondary Schools and Ivy League Letters: A Comparative Replication of Eggleston's 'Oxbridge Blues,'" The British Journal of Sociology, Vol. 27, No. 1 (March 1976), pp. 61-77.

Discusses the question of educational opportunity as a function of class.

109. Birnbaum, Norman. The Crisis of Industrial Society. New York: Oxford University Press, 1969. xi, 185 pp.

A moral critique of modern industrial life: capitalism has captured technology and through it controls education, leisure, and culture. An alliance of students and workers such as was seen in France in May 1968 will resolve the crisis of modern capitalism and will pave the way toward a "new technological humanism."

110. Bishop, John, "The Effect of Public Policies on the Demand for Higher Education," The Journal of Human Resources, Vol. 12, No. 3 (Summer 1977), pp. 285-307.

Largest impact on enrollment was made by changed admissions policy and by the establishment of new institutions (two-year and especially four-year). By 1970 the impact of these policy shifts had largely run its course. Most of the post-war rise in enrollment rates is due to trend improvements in the income and education of the population and reductions in the real cost of college education. To economists affirming market-driven models, the college graduate labor market will be brought into equilibrium by supply response of students. But to JB a large supply response to the current depressed state of the college graduate labor market is not very likely unless the end of shortage of college graduates induces a shift in public policy. Public financial support for undergraduate education will continue to increase (Basic Opportunity Grants Program, et al.). Consequently, relative wage-induced substitution of college-graduate workers for others must carry most of the burden of equilibrating supply and demand of college graduates. Thus, college enrollments will not decline as much as thought but college graduates will come into equilibrium at a lower relative wage.

111. Bisseret, Noelle. Les Inégaux ou la Sélection Universitaire. Paris: Presses Universitaires de France, 1974. 208 pp.

Compendium of articles published since 1968 by one of the foremost experts on the sociology of French education. Topics examined include theories of inequalities based on aptitudes and/or cultural and linguistic differences and the differentiation process in secondary and higher education. The book closes with a survey of humanities students in Paris dealing with the development and course of their academic careers over approximately ten years. Informative and useful, this

volume should be read in conjunction with Bourdieu's too often nebulous analyses.

112. Blackstone, Tessa, "Men and Women Academics: An Anglo-American Comparison of Subject Choices," Higher Education, Vol. 3, No. 2 (1974), pp. 119-140.

Comparative study showing the heavy concentration of women academics in the humanities. In both the United States and the United Kingdom, women tend to publish less than men, with slight variations among disciplines. One notable difference between British academic women and their American counterparts is that the former teach less, except in the social sciences. The causes of these differences between men and women are explained in terms of cultural definitions of sex roles in society at large, as well as institutional factors in the educational system.

113. Bockstael, Eric, and Otto Feinstein. Higher Education in the European Community. Reform and Economics. Lexington, Mass.: Heath Lexington Books, 1970. xii, 154 pp.

Critical assessment of the "way in which the countries of the European Economic Community have dealt with the challenge of modernisation of the educational system and its adaptation to the economic, social, political, and human needs of our times." The authors scrutinize the European university tradition, the current structures of the university, the reforms proposed and applied, and the evolution of student society and its effects on educators and education. They stress that today's basic challenge facing the university is "how to become a mass institution and at the same time keep the initiative of innovation and quality in every domain."

114. Bodiguel, J. L., "Sociologie des Elèves de l'Ecole Nationale d'Administration," Revue Internationale des Sciences Administratives (Bruxelles), Vol. 40, No.3 (1974), pp. 230-44.

One of the key objectives of the planners of the National School of Administration in 1945 was to diversify the social and geographical recruitment of French high civil servants and to give them a broader intellectual training. This objective has only been partially met. Since 1954, the geographical, intellectual, and social diversity of the school's graduates has decreased. New entrants are again, in the overwhelming majority, sons or members of the liberal professions with degrees from the Paris Political Science Institute and born in or in residence in Paris.

115. Boudon, Raymond, "Analyse Secondaire et Sondage Sociologique," Cahiers Internationaux de Sociologie, Vol. 47 (July/December 1969), pp. 5-34.

Dealing initially with the methodology of sociological analysis, this essay quickly turns to a critique of Touraine's theoretical works on higher education. Boudon believes that Touraine's analysis of the French university system is unreliable because of its excessive use of secondary analysis.

116. Boudon, Raymond, "La Crise Universitaire Française: Essai de Diagnostic Sociologique," Annales: Economies, Sociétés, Civilisations, Vol. 24, No. 3 (May-June 1969), pp. 738-64.

An excellent compilation and interpretation of statistical data focusing on the relationship of the university to society in France. The organizational

rigidity of the French university crippled its response to the challenges arising from a changing and more egalitarian society, the feminization of the student body, and the postwar demographic explosion. The university's dilemma was further aggravated by imbalances in the labor market and the low social value of its degrees.

117. Boudon, Raymond. Education, Opportunity, and Social Inequality. Changing Prospects in Western Societies. New York: Wiley, 1974. xxvii, 220 pp.

Relying on a rigorous methodology (far more sophisticated than Touraine's too often impressionistic analyses) and solid documentation, Boudon presents a brilliant theory of the relationship of education to social mobility in developed societies. The author finds that education in Western Europe and North America has only modest impact on social mobility processes. Specifically, "lower class people become progressively better educated on the average but their status expectations remain more or less constant. Individuals demand progressively more education over time, and the collective return on this increase in the overall demand for education is certainly considerable; however, the individual return tends to be zero. This is not to den, the usefulness to individuals of demanding more education--if we suppose a society in which middle and higher class people, but not lower class people, were to demand more education over time, the status expectations of the latter would become increasingly less favorable over time. Thus the lower class must demand more education. In making such demands, however, they will only be preventing the reduction of their chances of moving intergenerationally upward; their chances of achieving upward mobility will not become greater." At the same time, Boudon warns that "other things being equal, and under broad conditions, educational growth as such has the effect of increasing rather than decreasing social and economic inequality even in the case of an educational system that becomes more equalitarian." A major theoretical and empirical contribution to the literature.

118. Boudon, Raymond, "The French University Since 1968," Comparative Politics, Vol. 10, No. 1 (October 1977), pp. 89-119.

Pessimistic evaluation of university reform in France since 1968. Drawing on earlier writings, RB stresses that the implicit consensus of the French political class on the principle of free access to universities has precluded and/or thwarted any genuine effort to meet the real problem of higher education change in France. In light of this, RB concludes that "despite the good intentions of the 1968 reformers and their continuous hymns to democracy, the French university system cannot be considered a model. It performs its traditional functions in a mediocre way, both in terms of academic production and as an instrument for the transmission of knowledge. It is not certain that it has contributed optimally to improving the general welfare and it does not provide the public it caters to (students) with a congenial environment. In addition, it remains definitely as elitist as ever--not the least of the harmful effects brought about by its institutional structure."

119. Boudon, Raymond, "Mai 1968: Crise ou Conflit, Aliénation ou Anomie," L'Année Sociologique, Vol. 19 (1968), pp. 223-42.

A substantive and methodological critique of Touraine's theories showing that the 1968 crisis in France can in part be attributed to the university's failure to socialize adequately its students. According to Boudon, the French university system ceased to perform its socializing function after 1950, precisely at a time when major changes began to alter the configuration of French society.

120. Boudon, Raymond. Mathematical Structures of Social Mobility. San Francisco: Jossey-Bass, 1973. 168 pp.

A byproduct of the author's research on social mobility "conceived with the perspective of being useful...for students of social mobility, whatever their orientation, formal and substantive, and...for any social scientist interested in the development of mathematical thinking in sociology." The first part of the book explores problems of measurement in the rates of mobility and mobility trends. The second part focuses on mathematical models used to analyze the effects of social mobility on social structures and, conversely, the effects of social structures on social mobility, as well as relationships between differential fertility rates and mobility and between increases in the rates of school attendance and mobility. The models are discussed as steps toward the formulation of a formal theory of social mobility. The emphasis of the volume is on the logical foundations of mobility models rather than their actual or potential uses and applications. As such, this excellent work has an unquestionable heuristic value.

121. Boudon, Raymond, Philippe Cibois, Janina Lagneau, "Short-Cycle Higher Education and the Pitfalls of Collective Action," Minerva, Vol. 14, No. 1 (Spring 1976), pp. 33-60.

The causes of the failure of short-cycle education in France are to be sought far more in the paradoxes arising from the aggregation of individual decisions than in cultural explanations such as the devaluation of technical training, etc. The authors develop a model which shows the outcome of a multiplicity of such individual decisions. The failure of the IUTs is then not accounted for by the fact that they are merely "professional" colleges of lower level than, for example, the School of Higher Commercial Studies, but rather it is because they have to compete with the long-cycle streams of the university to which access is open to all.

122. Bourdieu, Pierre, Claude Grignon, and Jean-Claude Passeron, "L'Evolution des Chances d'Accès a l'Enseignement Supérieur en France (1962-1966)," Higher Education, Vol. 2, No. 4 (1973), pp. 407-22.

Summary conclusions of studies undertaken under the auspices of the Centre de Sociologie Européenne between 1964 and 1967 and reevaluated to take into account post-1968 developments in the process of democratization of higher education in France. Opportunities for access to various levels of instruction in different fields are assessed on the basis of social class and sex factors. The article rejects the widely held notion that scientific disciplines are more democratic than other fields, and it demonstrates that increasing enrollments have been distributed among social categories in proportion to existing inequalities through a process of upward translation of the structure of inequalities. The growth of the French university has not therefore led to its democratization.

123. Bourdieu, Pierre, and Jean-Claude Passeron. La Reproduction. Eléments pour une Théorie du Système d'Enseignement. Paris: Editions de Minuit, 1970. 279 pp.

Theoretical recapitulation of a research effort undertaken by the authors six years earlier with the publication of Les Héritiers. The first section, "Foundations of a Theory of Symbolic Violence," develops the idea that all pedagogical relations are tantamount to establishing an illegitimate and unequal power relationship involving a repressive process of socialization that serves

the interests of society's dominant groups. The second part, "The Maintenance of Order," includes a sharp criticism of the French system of higher education.

124. Bourdieu, Pierre, Jean-Claude Passeron, with the collaboration of Michel Eliard. Les Etudiants et Leurs Etudes. Paris: Mouton, 1964. 149 pp.

An account of two sociological studies undertaken in Parisian and provincial liberal arts schools dealing with the attitudes of students toward the university and their cultural values and attitudes. Both studies were used as the basis for Les Héritiers.

125. Bourdieu, Pierre, and Jean-Claude Passeron. Les Héritiers; les Etudiants et la Culture. Paris: Editions de Minuit, 1964. 179 pp.

One of the most influential and controversial studies on the sociology of higher education in France in the mid-sixties. The authors argue that "of all the factors of differentiation, social origin is without a doubt the one whose influence is greatest on the student milieu, greater at any rate than sex or age, and above all greater than any clearly recognized factor such as religious affiliation." For example, the son of a high-level executive has eighty-five times more chance of entering the university than the son of a peasant and forty times more than the son of a worker. The "héritiers" succeed in the system precisely because they have a privileged access to the dominant culture which they themselves help to perpetuate. According to the authors, the chief instrument of selection and elimination is the examination system. As they point out, "it is understandable that the system should find its ultimate expression in the concours, which assures perfectly the formal equality of the candidates but which excludes, through the anonymity of the candidates, the taking into consideration of the real cultural inequalities....The formal equality ensured by the concours does no more than transform privilege into merit, since it allows social origin to continue exercising its effects, but by more covert means."

126. Bourdieu, Pierre, Jean-Claude Passeron, Monique de Saint Martin, and Christian Baudelot. Rapport Pédagogique et Communication. Paris: Mouton, 1965. 125 pp.

Report describing a series of sociological inquiries on spatial factors in teaching, teaching relationships, student rhetoric during examinations, and student attitudes toward library work, teachers, and teaching in selected liberal arts schools. These studies reveal the mechanisms by which social inequalities are translated into cultural inequalities. The findings stress that academic success is related to a socially determined ability to handle academic language.

127. Bourricaud, François. Universités a la dérive. Paris: Stock, 1970.

This book presents a broad analysis of problems of higher education in France and the Western Hemisphere, including the confrontation with the United States, the engulfing of Latin American institutions by U.S. influence, and the "dérapage français." FB invites politicians to work toward the formation of a consensus among political and university factions on the functions and structures of higher education. In the absence of such a consensus, it is argued, societies will never be able to control their institutions and will jeopardize their very existence.

128. Bowles, Frank, and Frank A. De Costa. Between Two Worlds: A Profile of Negro Higher Education. New York: McGraw-Hill, 1971. 326 pp.

Excellent study of the genesis and development of black colleges in America written for the Carnegie Commission on Higher Education. Recommends the establishment of a commission to examine the place of these institutions within the American system of higher education, their financing, organization, and the planning and coordination of their programs.

129. Bowles, Samuel, and Herbert Gintis. Schooling in Capitalist America. New York: Basic Books, 1975. ix, 340 pp.

The authors brilliantly argue that education in America fulfills the class interest of capitalists and functions as an instrument of social control and reproduction. The spread of community colleges, the appearance of open admissions, and the rising proportion of young people flocking to postsecondary education simply demonstrate the enduring distinction between elite and mass education.

130. Bowman, Mary Jean, and C. Arnold Anderson. Mass Higher Education: Some Perspectives from Experience in the United States. Paris: Organization for Economic Cooperation and Development, 1974. 145 pp.

One of the background papers prepared for the OECD Conference on Future Structures of Postsecondary Education, which was held in June 1973. Higher educational trends in the United States are discussed with particular emphasis on the relationship between higher education and career choice and actual subsequent occupation and earnings. The authors conclude that "in such an advanced, dynamic society, mass higher education does not mean persisting high rates of unemployment among the educated or precipitous declines in earnings or in the quality of leading educational institutions. On the contrary, it can be a force that helps sustain economic and social dynamic along with enrichment of many lives."

131. Boyd, David. Elites and Their Education: the Educational and Social Background of Eight Elite Groups. Windsor, Berks.: NFER, 1973. 159 pp.

Investigation of the changing social and educational background of eight British elite groups (the civil service, the diplomatic corps, the judiciary, the armed services, the Church of England, and the banks) seeking to determine the role of education in fostering mobility into the British elite. Concludes that in spite of the expansion of the educational system, elite recruitment has not been markedly broadened.

132. Boyle, Edward, et al., "Report on James," Universities Quarterly, Vol. 26, No. 2 (Spring 1972), pp. 127-63.

Symposium dealing with the significance of the James Report. Participants included Lord Boyle, Lionel Elvin, Alan Evans, Boris Ford, Joyce Skinner, Rev. G. Tolley, and Martin Trow.

133. Brimer, M. A., and L. Pauli. Wastage in Education, a World Problem. Paris: UNESCO, 1971. 155 pp.

This volume presents findings of an international inquiry on waste in education undertaken between 1969 and 1970 on behalf of the International Bureau of Education. The methodological problems of the survey are discussed in another

UNESCO publication, A Statistical Study of Wastage at Schools (Paris, 1971).

134. Brittain, Vera. The Women at Oxford. A Fragment of History. New York: Macmillan, 1960. 272 pp.

Lively and informative account of the women's struggle for equal opportunity at Oxford. The book covers the period extending from the 1850 liberal reforms which made possible the founding of women's colleges to the 1957-59 decisions to end restrictions on the number of women undergraduates and to grant full college status to women's "societies."

135. Brosan, George, Charles Carter, Richard Layard, Peter Venables, and Gareth Williams. Patterns and Policies in Higher Education. Baltimore: Penguin, 1971. 186 pp.

A collection of essays assessing the policy implications of higher educational growth in Great Britain by various authorities in the field. The contributions are highly readable and thoughtful and reveal a consensus on what Peter Venables calls "a right to tertiary education." There is disagreement,however, on the desirability of the binary system. (Cf. Eric Robinson, 1968.)

136. Brothers, Joan, and Stephen Hatch. Residence and Student Life. London: Tavistock Publications, 1971. 419 pp.

A reappraisal of the sociological, educational, and economic arguments presented in support of the tradition of halls of residence in Britain against the background of an inflated student body and the resulting increased costs. The authors argue that no clearcut educational advantage derives from living in halls, although they do acknowledge that restricted and isolated residential practices may hinder certain aspects of personal development. Residential policy should be more closely related to social functions assigned to institutions of higher education.

137. Brown, Bernard B., "French Universities and the Challenge of Modernization," Western European Education, Vol. 8, No. 1-2 (Spring-Summer 1976), pp. 36-80.

Detailed discussion of the formulation and implementation of university reform in France. Concludes that "each of the principles set forth [in the Orientation Act]--autonomy, pluridisciplinarity and participation--has been more disregarded than implemented." By the same token, the French university system has not met the "challenge of modernization."

138. Brown, Frank, and Madelon D. Stent. Minorities in U.S. Institutions of Higher Education. New York: Praeger, 1977. xv, 179 pp.

Presents updated data and an analysis of the status of racial minorities enrolled in American institutions of higher education. Stresses the underrepresentation of minorities in postsecondary education at all levels and offers recommendations to correct the situation.

139. Brubacher, John S., and Willis Rudy. Higher Education in Transition. A History of American Colleges and Universities, 1636-1968. New York: Harper and Row Publishers, 1968. vii, 529 pp.

Competent history of higher education in the United States documenting the drift away from religious affiliation, the growth of the elective system and technical training, land grant acts, coeducation, the development of state

universities, city colleges, and two-year colleges, and the evolution of professional education. The authors outline the factors that led to the democratization of American higher education: "The American was impelled by every facet of his culture to transform this [European] traditional system which he brought with him from the Old World, although he used it as the foundation stone of his own higher learning. His cultural pattern and intellectual climate had a greater simplicity, a greater democracy, precisely because they had arisen along the frontier of Western civilization in a dynamic era of industrial, scientific and political change....Of course, Europe was by no means immune to the shock of change implicit in the development of modern world civilization. Its powerful and constraining traditions, however, absorbed more of the impact than the freer and less inhibited American environment did."

140. Burgess, Tyrrell, and John Pratt. Innovation in Higher Education: Technical Education in the United Kingdom. Paris: Organization for Economic Cooperation and Development, 1971. 145 pp.

A study of "three major innovations in higher education in England and Wales: the creation of the National Council for Technological Awards (NCTA), the designation of ten colleges of advanced technology (CATs) and later of 30 polytechnics." It opens with a brief historical survey of technical education in Britain and then considers such problems of innovation as increased numbers, equality of opportunity, the content and structure of studies, organizational structures, the roles and status of students and faculty, financing, and links with the outside world.

141. Burn, Barbara B., ed. Access Systems. Youth and Employment. New York: International Council for Educational Development, 1977. iv, 198 pp.

Three major themes emerge from this uneven collection of papers presented at the fourth ICED Aspen Institute Seminar held at Aspen, Colorado in July 1976. First, problems of admission to higher education are basically social problems interrelated to social and political priorities. Second, systems of management and design of higher education and their links to society and government fall under a wide variety of models, ranging from loose federation to tight management. Third, the employment of youth in a period of uncertainty cuts across many other social problems. Countries covered include most major industrialized states as well as a sample of developing nations.

142. Burn, Barbara B., "Access to Higher Education in the Federal Republic of Germany and the United States," International Review of Education, Vol. 22, No. 2 (1976), pp. 193-201.

The competitiveness of the admissions process in West Germany and the United States raises questions about the proper balance between meritocratic and egalitarian policies. BBB states that access policies should not be formulated in a vacuum because of their close linkages with other aspects and functions of higher educational systems.

143. Burn, Barbara B., ed. The Emerging System of Higher Education in Italy: Report of a Seminar. New York: International Council for Educational Development 1973. ii, 68 pp.

A highly critical and competent evaluation of the Italian university. The author discusses the salient characteristics of the Italian university system with particular emphasis on the condition of students, the recruitment and career patterns of the teaching staff, the role of universities in research, university governance and administration, and long-term planning and coordination

of higher education. BBB argues that the democratization of secondary education and access to higher education have placed the system under enormous pressures because it remains elitist, oligarchical, and structurally undifferentiated. The obstacles to change are enormous insofar as "the functional distribution of power in the total system tends...to repress innovation."

144. Burn, Barbara B., "German-US Study Group on Access to Higher Education: Major Issues," in Barbara B. Burn, ed., Access Systems. Youth and Employment. New York: International Council for Educational Development, 1977, pp. 3-16.

Solid investigation of the access problem as it relates to admissions criteria and procedures, the aims of higher education, the training of qualified manpower, the reduction of social inequalities, the articulation between secondary and higher eduation, the differentiation of educational institutions and employment with reference to the United States and Germany. BBB concludes that "harmonizing egalitarian objectives and procedures in a single institution or system can produce distortions and stresses in both access and exit policies."

145. Burn, Barbara B., ed. Higher Education and the Current Crisis. New York: International Council for Educational Development, 1975. v, 207 pp.

An outgrowth of the 1975 Aspen Seminar held under the joint sponsorship of the Aspen Institute for Humanistic Studies and the ICED. The seminar focused on the current financial and economic crisis affecting systems of higher education in industrial countries, with particular emphasis on the impact of changing social forces, demographic trends, and concepts of higher education, the management of higher education, the changing academy, university governance and planning, and recurrent education.

146. Burn, Barbara B. Higher Education in Nine Countries. A Comparative Study of Colleges and Universities Abroad. (With chapters by Philip G. Altbach, Clark Kerr, and James A. Perkins.) New York: McGraw-Hill, 1971. viii, 387 pp.

A comparative study of colleges and universities in eight industrial countries and one developing nation for contrast. Its method is to establish similar categories so that statistical and procedural comparisons can be made. The industrial countries are France, Great Britain, Canada, Australia, the Federal Republic of Germany, Sweden, Japan, and the Soviet Union; the developing country is India. The categories are functions, components, enrollment trends, internal government, financing, student finances, student characterization and organization, higher education and civil government, balance sheet (strengths and weaknesses), recent or proposed reforms, and the future. Summary conclusions are stated under these categories. Consequently, only generalized comparisons can be made. Only the chapters for France and Sweden list major areas of study and faculties in each university, while the others name only the universities. Statistics are not uniformly presented. For example, we learn that 0.5 percent of the GNP for France in 1965 was devoted to higher education, 1.1 percent for Great Britain in 1965-66, 1.4 percent for Canada, 1.2 percent for Australia, 1.1 percent for Japan, 0.66 percent for the Soviet Union, and 1 percent for India in comparable years, but this significant figure is not cited for Sweden and Germany. A seventeen-page appendix of annotated bibliography is useful primarily because it cites government reports. The book serves best as an introduction to comparative study, but does not attempt comprehensive comparison or definitive conclusions drawn from the comparisons. It rather serves as a capsule description, and possibly as a springboard for further study.

147. Burnham, James. The Managerial Revolution. Bloomington, Indiana: Indiana University Press, 1966 (fourth printing). x, 285 pp.

"The first generalized attempt at a statement of a theory of the modern epoch that cuts through the alternative of either-capitalism-or-socialism." The author contends that the opposed ideologies of the Soviet Union and the United States, proceeding from different perspectives and methods of operation, will nevertheless evolve towards a system dominated by a managerial elite. In this type of social system, the managers who control the great power aggregates (industry, the government, and the military) become the dominant class.

148. Butcher, H. J., and Ernest Rudd, ed. Contemporary Problems in Higher Education. London: McGraw-Hill, 1972. 401 pp.

Collection of essays bringing together the results of research into all aspects of higher education in Great Britain, with special emphasis on the following topics: experiment and innovation in teaching methods, assessment of student performance, development and change in the student environment, student protest, underachievement, counselling, and economic and manpower requirements.

149. Cantor, Leonard. Recurrent Education: Policy and Development in OECD Countries: United Kingdom. Paris: Organization for Economic Cooperation and Development/Centre for Educational Research and Innovation, 1974. 27 pp.

Short monograph outlining the present situation of recurrent education in the United Kingdom. LC foresees three major trends: the extension of in-service provisions to all occupations; an increase in the retraining of workers in industry and business, and more provision of adult education for cultural and recreational purposes.

150. Capelle, Jean. Education et Politique. Paris: Presses Universitaires de France, 1974. 264 pp.

Within the framework of a discussion of the major principles of the 1968 Orientation Act of Higher Education (participation, pluridisciplinarity, and autonomy), JC argues that French higher education has been shaped by a long-term process of change which started well before the 1968 student uprising. This evolution has been characterized by an increasing concern for more "participatory" pedagogical relations and a modernization of university curricula.

151. Cardozier, Virgus R., "University Planning in Denmark," International Review of Education, Vol. 16 (1970), pp. 215-21.

A description of Danish higher education, dealing with the growth of student enrollments and plans to absorb them through "university centers" with wider and shorter curricula.

152. Cardwell, D. S. L., ed. Artisan to Graduate: Essays to Commemorate the Foundation in 1824 of the Manchester Mechanic's Institution, now in 1974 the University of Manchester Institute of Science and Technology. Manchester: Manchester University Press, 1974. 284 pp.

These essays recount the history and the current situation of one of the best known anomalies in the British university system, UMIST. In part, the articles deal with the founding and growth of the mechanic's institute and its successors, including its links with the surrounding community which nurtured, shaped, and

benefitted from it. The volume then covers the political history of the transmogrification of a voluntary institution for the encouragement of science and technology among the mechanic classes into a renowned technological institute and adjunct of the University of Manchester, concluding with accounts of the contemporary state of the institution and some of its departments.

153. Carlsson, Gösta. Social Mobility and Class Structure. Lund: C. W. K. Gleerup, 1958. 197 pp.

Study of the Swedish class system stressing the role of higher education in relation to professional occupations.

154. Carnegie Commission on Higher Education. A Chance to Learn. An Action Agenda for Equal Opportunity in Higher Education. New York: McGraw-Hill, 1970. 29 pp.

Brief report prepared for the Carnegie Commission on Higher Education calling, somewhat unrealistically, for the elimination of all inequalities of access to higher education in the United States. The report demands that by 1976 "all inequalities which are found in curricula, policies, and facilities in our colleges themselves be removed so that all ethnic groups may be adequately served" and that by the year 2000, "all remaining barriers to equality of educational opportunity which are subject to public policy be removed so that ability, motivation, and individual choice are the only determinants of college attendance. [At that time], ethnic origin, geographic location, age, and quality of prior schooling should no longer stand in the way of access to higher education and success within it." Stresses also that the first priority in the commitment to equal educational opportunity should be placed on the increased effectiveness of the elementary and secondary school systems.

155. Carnegie Commission on Higher Education. From Isolation to Mainstream. Problems of the Colleges Founded by Negroes. New York: McGraw-Hill, 1971. 86 pp.

Sixteen years after the legality of the separate but equal doctrine was overturned by the Supreme Court, the Commission's report suggests policies that would correct certain imbalances of resources and opportunities that are the result of the historic isolation of Negro colleges. The Commission calls for the creation of an agency to assist them in developing new and specialized programs as they move from isolation into the mainstream of American higher education.

156. Carnegie Commission on Higher Education. The Open-Door Colleges. Policies for Community Colleges. A Special Report and Recommendations by the Carnegie Commission on Higher Education. New York: McGraw-Hill, 1970. 74 pp.

Brief but excellent overview of the community colleges, their place in American higher education, growth and development, and goals and governance. The report stresses that every effort should be made to encourage the development of comprehensive, two-year community colleges which, according to the authors, "have a particular role to play in assuring equality of opportunity to all Americans." The following themes are emphasized: community colleges should remain two-year institutions with full transfer rights to senior colleges granted to graduates of "proven academic ability and interest"; occupational programs should be given priority in curriculum development; community colleges should, to the fullest extent possible, participate in the social and cultural life of their environment; and financing should be increased and equitably shared by federal,

state, and local governments.

157. Carnegie Commission on Higher Education. Opportunities for Women in Higher Education. Their Current Participation, Prospects for the Future, and Recommendations for Action. New York: McGraw-Hill, 1973. 28 pp.

Solid and informative report recommending "broader options and greater freedom of choice for women to make maximum use of their abilities." Useful for its numerous statistical appendices on the condition of academic women in the United States and a survey of faculty and student opinions conducted in 1969.

158. Carnegie Commission on Higher Education. Priorities for Action: Final Report of the Carnegie Commission on Higher Education. New York: McGraw-Hill, 1973. 242 pp.

The final report of the Carnegie Commission on Higher Education summarizing the sixty-four studies it commissioned and the nineteen technical reports and twenty-one reports it published over the preceding six years. The commissioners stress that the system of higher education in American must change in order to accomodate the needs of an increasing number of students and to meet those of society at large. They list six priorities for action: to clarify the purposes of higher education, preserve and enhance the quality and diversity of higher education, advance social justice, advance constructive changes providing for more student choice, achieve more effective governance, and assure a more effective use of resources. The report comes out strongly in favor of increased state and federal involvement in the financing of higher education but stresses that the administration of higher education should remain the prerogative of the institutions themselves. Finally, the report calls for increased involvement of faculty in the debate about principles and policies in higher education.

159. Carnegie Foundation for the Advancement of Teaching. More than Survival. San Francisco: Jossey-Bass, 1975. xiv, 166 pp.

A report with policy recommendations by the Carnegie Foundation for the Advancement of Teaching assessing the future of higher education in the United States as enrollments are expected to reach zero-growth in a decade, the demand for additional faculty is falling, federal funds are drying up, and many colleges are closing or merging. The report makes enrollment predictions to the year 2000 and suggests institutional practices and policies to meet this new situation. Specifically, it outlines four major policy orientations: institutional leaders should prepare analyses of their institutions to determine the nature of the current situation and the factors shaping future courses of action; each institution should develop an overall strategy for flexibility in the use of funds, faculty, space, and effective processes to make the necessary decisions; public policy-makers should make possible universal access to higher education; and each state should develop an explicit overall policy toward its private sector under the new conditions of higher education.

160. Casso, Henry J., and Gilbert D. Roman, eds. Chicanos in Higher Education: Proceedings of a National Institute on Access to Higher Education for the Mexican American. Albuquerque: The University of New Mexico Press, 1976. x, 177 pp.

Reproduces the proceedings of a National Institute held in July 1975 in Albuquerque to propose ways of improving Chicanos' access to higher education

institutions. Proposals include the establishment of open universities, more flexible admissions criteria, the creation of Chicano colleges, and increased financial aid.

161. Centre for Educational Research and Innovation. The Management of Innovation. Paris: Organization for Economic Cooperation and Development, 1971. 68 pp.

This report of a workshop held in England suggests that the quantitative growth of university systems has been accompanied by qualitative stagnation. Better planning in educational policy is necessary.

162. Centre for Educational Research and Innovation. Recurrent Education: Trends and Issues. Paris: Organization for Economic Cooperation and Development/Centre for Educational Research and Innovation, 1975. 58 pp.

This monograph calls for a fairer and more effective deployment of educational resources. It suggests that "the coherent construction of a policy of recurrent education must be made along two axes: a vertical axis along which the integration of adult education opportunities with initial schooling might be affected, breaking the current lockstep by encouraging individuals to defer the exercise of their educational rights; and a horizontal axis, along which educational and training provision is coordinated with other policies such as employment and manpower policies which affect the work and leisure of the population."

163. Cerych, Ladislav. Access and Structure of Post-Secondary Education. Paris: Institute of Education, European Cultural Foundation, 1975. 43 pp.

Drawing on a paper presented at the Third International Conference on Higher Education at Lancaster, LC presents an overview of the difficulties of discussing meaningfully specific problems of access to higher education without due regard for the overall structure of the system. He detects the emergence of a more diffused access system than the present one.

-- Christodoulou, A., "Le Royaume Uni; la Pertinence ou le Nouvel Utilitarisme," Paedagogica Europaea, Vol. 12, No. 1 (1977), pp. 23-40.

For full annotation, see entry No. 15.

164. Clark, Burton R., "The 'Cooling-out' Function of Higher Education," American Journal of Sociology, Vol. 65 (May 1960), pp. 569-76.

A systematic distillation of the step-by-step "cooling-out" process through which a substantial proportion of junior college students are brought to realize that they will not qualify for transfer to a four-year senior college.

165. Clark, Burton R., "Development of the Sociology of Higher Education," Sociology of Education, Vol. 46 (Winter 1973), pp. 2-14.

Brief survey of the new discipline of sociology of higher education which, the author asserts, has dealt with education inequality beyond secondary education, social-psychological effects of colleges on students, the academic profession, and governance and organization. Calls for extensive development of comparative studies and analyses with historical depth and would counter instrumental definitions of higher education with approaches centering on values, traditions, and identities of educational social systems.

166. Clark, Burton R. The Distinctive College: Antioch, Reed and Swarthmore. Chicago: Aldine Publishing Company, 1970. vi, 280 pp.

The distinctive college arises out of a new or revolutionary (response to previous failure) or evolutionary context. In these circumstances, a charismatic leader may establish an institution that will then be supported by a faculty core, program core, social base, student subculture, and ideology. Through their support the original distinctive mission becomes an "organizational saga" which encourages and maintains the idea. The concept of special contexts in which institutions arise is a useful one, and capable of wide application. The bulk of this imaginative study consists of extended accounts of the history of Antioch, Reed, and Grinnell, three of the best-known liberal arts colleges in the United States.

167. Clark, Burton R. The Open Door College: A Case Study. New York: McGraw-Hill, 1960. xiv, 207 pp.

A classic analysis of the status and function of the two-year junior college in the American system, based on a case study of San Jose Junior College in California. Assesses the college's administrative setting, its student body, its administrative and counselling practices, and its organizational character. As is typical of junior colleges, only a minority of San Jose's students enter terminal programs, while the majority choose transfer programs, hoping to proceed to four-year college on graduation. However, a high proportion of the latter do not make it--these are what BRC calls "latent terminal students," and the college's major problem is to persuade them to recognize that their transfer aspirations are unrealistic. This is done by a "cooling-out" process of testing, recurrent counselling, probation for students with poor grades, and so forth. This function epitomizes the junior college's ambiguous status between secondary and higher education.

168. Clark, Burton R., "Problems of Access in the Context of Academic Structures," in Barbara B. Burn, ed., Access Systems. Youth and Employment. New York: International Council for Educational Development, 1977, pp. 39-53.

Presents a conceptual framework for the discussion of problems of access to higher education in advanced industrial states. The basic proposition of the paper is that "changing modes of access are heavily conditioned by the structural differentiation of academic systems." According to BRC, increased structural differentiation is the solution to growing task complexity.

169. Clements, R. V. Managers. A Study of their Careers in Industry. London: George Allen and Unwin Ltd., 1958. 200 pp.

A first-rate examination of the social and educational background and career patterns of managerial elites in British industry. Stresses that "the new emphasis on efficiency in administration, and the shortage of good managers, has assisted the growth of a demand for university trained men."

170. Cohen, Arthur M, and associates. A Constant Variable. New Perspectives on the Community College. San Francisco: Jossey-Bass, 1971. 238 pp.

Analysis of the community college in the United States, with particular emphasis on the institution itself, the students, the faculty, the administration, teaching methods, and curriculum design. According to the authors, "the institution's unstated functions maintain tensions and not only subvert its educative

functions but are in conflict with them." Tensions arise especially from a clash between the colleges' unstated sorting, certifying, custodial, and inequality maintenance functions and their public "something for everyone" function. The volume closes with a useful bibliography on the community college movement.

171. Coleman, James. Education and Political Development. Princeton, N.J.: Princeton University Press, 1965. 620 pp.

Concerned with education in the developing countries, this volume makes explicit the linkages between education and economic, social, and political development, thereby helping us to comprehend the relationship between educational systems and their social environment. Three processes or functions of the political system are singled out for their connection with education: political socialization, political recruitment, and political integration. Four areas of political socialization are selected for comparative analysis: 1) the direction of political orientation imparted by formal education; 2) the implications of congruence among the educational system and other socializing agencies or processes; 3) the consequences of manifest political socialization; and 4) the significance of the school environment in the political socialization process. The relationship between education and political recruitment focuses on the impact of education on the social stratification system and the degree of upward mobility within a given system. Finally, two aspects of educational development are conceptualized as "malintegrative": "It may perpetuate the elite mass gap... [and] may perpetuate, and even intensify, divisions among different ethnic, regional, and parochial groups out of which nation-builders, partly through education, must forge a larger sense of national identity." The work also contains a most useful bibliographical guide on the relation of education to political socialization, prepared by Kenneth I. Rothman.

172. Les Conditions de Développement, de Recrutement, de Fonctionnement, et de Localisation des Grandes Ecoles en France. Paris: La Documentation Française, 1964. 99 pp.

This brochure contains the conclusions and recommendations of a study group set up in 1961 by the Prime Minister to assess the development, social recruitment, operation, and geographical location of the Grandes Ecoles in France. The committee was mostly concerned with the economic functions of the Grandes Ecoles and proposed a series of pedagogical and structural reforms to improve their efficiency. Reforms in secondary education are also outlined, and the commissioners deplore the gap between the university and the professionally oriented Grandes Ecoles, without specific or earthshattering remedies to offer.

173. Coombs, Philip. The World Educational Crisis. A Systems Analysis. New York: Oxford University Press, 1968. x, 241 pp.

Elaborate evaluation of the current state of world education. PC relies on a comparative analysis of worldwide trends and evidence gathered by UNESCO's International Institute for Educational Planning in Paris and warns that crisis conditions are encroaching on educational systems everywhere. This crisis, in essence, is a crisis of "maladjustment between education and society. It was brought about by the failure of educational systems to adapt themselves to a rapidly changing socio-economic environment and it is expected to deepen as educational systems are increasingly pressured by rising unit costs and a slowdown in the rates of growth of financial resources. To overcome this predicament, far reaching innovations are necessary including drastic reforms in educational management, curriculum, teacher training, teaching methods,

and the massive development of non-formal education."

174. Corwin, Ronald. Education in Crisis: A Sociological Analysis of Schools and Universities in Transition. New York: Wiley, 1974. xvi, 380 pp.

A review of research and reform in four areas (teacher militancy, equality of educational opportunity, student activism, and role conflict in the university) framed within an organizational and sociological perspective. Focused on the American university, the volume is most valuable for its theoretical insights into the nature of a university system. RC claims that schools and universities should be studied in institutional and structural terms rather than in two separate sectors of activities. He stresses that a structural framework is useful to the extent that it enables the observer to look at various modes of organizations within their cultural settings and to develop a better understanding of universities' internal conflicts. The book presents a model of institutional organization based on the assumption that innovations occur in response to environmental crises. Turning to the American situation, RC foresees the following trends: a rapid growth in the number of community colleges, an increasing number of students with low socioeconomic background, a drift toward national financing and control, and expansion of the pass-fail grading system and a decline in student activism.

175. Council of Europe. Council for Cultural Cooperation. Non-university Research Centres and Their Links with the Universities. Strasbourg: Council of Europe, 1967. 107 pp.

This largely descriptive study assumes that close articulation between university and nonuniversity research is necessary. In four parts, it covers 1) links between universities and various bodies coordinating and promoting research, such as the Centre National de la Recherche Scientifique (France) and the Medical Research Council (Britain); 2) links with research centers such as the German Max-Planck-Gesellschaft; 3) relations with nonuniversity centres in the social sciences at personal and institutional levels; and 4) links with international organizations such as CERN, EURATOM, and ESRO.

176. Council of Europe. Permanent Education. A Compendium of Studies Commissioned by the Council for Cultural Cooperation. A Contribution to the United Nations International Education Year. Strasbourg: Council of Europe, 1970. 512 pp.

Compendium of sixteen essays on the concept, strategies, psychological and methodological aspects and trends, and projects of the development of permanent education in Europe. Concludes that permanent education has been made necessary by constant social change.

177. Cross, Patricia K. Beyond the Open Door. San Francisco: Jossey-Bass, 1972. xviii, 200 pp.

Most new students in American higher education are of blue collar origins and are distinguished by their past experience with failure in high school. Institutions of higher education are not prepared to meet their needs because they have traditionally catered to white students with a middle class background and demonstrated academic ability. PKC calls for institutional and curricular changes in postsecondary education as well as a restructuring and integration of education at all levels.

178. Crozier, Michel. The Bureaucratic Phenomenon. Chicago: The University

of Chicago Press, 1964. x, 320 pp.

An influential theoretical interpretation of French bureaucracy and an imaginative analysis of the interconnections between a bureaucratic system of action and its social and cultural setting. Crozier finds three typical patterns of action and authority relations in France: the isolation of the individual, the predominance of formal over informal activities, and the isolation of the strata. Authority relationships are marked by a pronounced "horreur du face à face" and the avoidance of open conflicts. Accordingly, authority relationships are converted into impersonal rules leading to a strong centralization of power. Such a system of action cannot handle steady change and creates a cycle of stifling routines and periods of crisis when change becomes inevitable. Crozier applies his model of decision-making and change to various social and political subsystems, including the university system.

179. Crozier, Michel. La Societé Bloquée. Paris: Editions du Seuil, 1970. 251 pp.

This offshoot of The Bureaucratic Phenomenon stresses the difficulty of introducing change in a stalemated society. The material on social change is somewhat superficial, but it is useful in appraising the politics of innovation in French higher education.

180. Dahrendorf, Ralf. Society and Democracy in Germany. Garden City, N.J.: Doubleday and Company, Anchor Book Edition, 1969. xiii, 457 pp.

An outstanding study of the sociological foundations of the German political system, with frequent references to higher education as it relates to the fabric and stratification of German society and contributes to its conservatism and traditionalism. RD documents patterns of "stark" and "flagrant" inequalities of educational opportunities in institutions of higher education. A chapter explores the socializing function of German universities of students into elite positions, with particular emphasis on the role of the universities in perpetuating German "legalism." There is also a critical discussion of Humboldt's concept of the university.

181. Daiches, David, ed. The Idea of a New University: An Experiment in Sussex. Cambridge, Mass.: The MIT Press, 1970. 272 pp.

A collection of essays by many of the men who helped to create one of the earliest, most interesting, and surely the most beautiful (Sir Basil Spence writes on the buildings he designed) of the new British universities. Steps leading to the foundation, the various "schools" of study, the library, and a student view are all covered by a variety of authors including Asa Briggs, Boris Ford, and others. First published in 1964, the book deals with the originality and experimental nature of the university in its earliest infancy, but cannot treat directly its later fame (or notoriety, depending on one's point of view).

182. Dale, Reginald R. From School to University. A Study, with Special Reference to University Entrance. London: Routledge and Kegan Paul, 1954. xi, 258 pp.

Early, comprehensive, and informative study of the selection machinery and guidance system in the transition from school to university in Great Britain. The analysis is concerned primarily with the problems of London and the provincial universities.

183. Daoust, G., and P. Belanger. L'Université dans une Societé Educative: de l'Education des Adultes à l'Education Permanente. Montreal: Les Presses de l'Université de Montreal, 1974. 244 pp.

Critical analysis of postcompulsory education in Quebec province against the background of the current educational recession in Canada. The study outlines new activities for the universities and calls for reform of their structure, admissions procedures, curriculum, mode of student assessment, and teaching methods. These changes should enable the universities to cater to an enlarged and more heterogeneous student population within the framework of an "educative society."

184. Dave, R. H. Lifelong Education and School Curriculum. Hamburg: Unesco Institute for Education, 1973. 90 pp.

An "exploratory study" discussing the implications of the development of lifelong education for different levels of education, with particular attention to curriculum content, teaching procedures, school objectives, and the like.

185. Debeauvais, Michel. L'Université Ouverte: Les Dossiers de Vincennes. Grenoble: Presses Universitaires de Grenoble, 1977. 299 pp.

Drawing on personal experience and recollections (MD was chairman of the Educational Sciences Department), the author presents a candid assessment of the significance of what is probably the most innovative institutional and pedagogical experiment in French higher education undertaken within the framework of the Orientation Act. MD argues that many of the functions originally assigned to the Vincennes University (especially the democratization of higher education and the use of interdisciplinary curricula) had to be trimmed of their most iconoclastic aspects as a result of a series of concessions to pressures from the "traditional university."

186. Decaunes, Luc. Reformes et Projets de Reforme de l'Enseignement Français de la Révolution à nos Jours. Paris: Publication de l'Institut Pédagogique National, 1962. 419 pp.

A useful reference work listing and discussing the major reforms and projects formulated in particular since 1945. Most of the material relates to the secondary level of education, but numerous projects deal with the function and organization of the baccalauréat. The reader will find here the text of the Langevin-Wallon project of 1947, the Bible of French educational reforms of the Left in the postwar period.

187. Decker, Anne, et al. A Handbook on Open Admissions: Success, Failure, Potential. Boulder, Colorado: Westview Press, 1976. 161 pp.

A case study of the 1970 Open Admissions decision and the subsequent changes that took place in the City University of New York, with special reference to developments at Hunter College. The authors argue that the quality of higher education has not been diluted.

188. Dejean, Christian, and Charles-Louis Binnemans. L'Université Belge: du Pari au Défi. Bruxelles: Editions de l'Institut de Sociologie de l'Université Libre de Bruxelles, 1971. 579 pp.

Useful investigation of the sociological, structural, political, and financial problems raised by the transformations of Belgian universities in the last decade.

189. De Vere, Pentory, Robert Smith, and Richard Axen. Unfinished Rebellions. San Francisco: Jossey-Bass, 1971. xiv, 315 pp.

Well-informed and in-depth chronicle of the tribulations of San Francisco State College, highlighting some of the problems that affected American universities in the late sixties. Provides useful insights into such issues as educational reform, the students' challenge to academic traditions, faculty power and obligations, faculty unionization, the relationship of the university to its community and the social environment, and so forth.

190. Devèze, Michel. Histoire Contemporaine de l'Université. De Pekin à Berkeley en Passant par Paris. Paris: Societé d'Edition de l'Enseignement Supérieur, 1976. 461 pp.

The essential quality of this otherwise general and standard treatment of university problems (concepts of the university, the growth of higher education, the cost of higher education, the administration of institutions of higher education, pedagogical and research policies, the relation between social development and the universities, recurrent training, etc.) is to draw attention to the current financial plight of the universities in noncommunist countries as well as to their changing functions and governance in the context of a contracting or stabilized socioeconomic environment. The volume also contains an informative chapter on international university cooperation.

191. Dicoguide de la Formation--1500 Organismes de Formation. Paris: Editions Formation France, 1974. 675 pp.

Comprehensive document on the public and private, national and regional organizations providing professional training in France within the framework of the 1971 law on professional training. Particular emphasis on the institutions recently set up in the Education, Health, and Labor and Agricultural ministries, the universities, the Associations de Formation Professionelle (ASFO), and the Fonds d'Assurance Formation (FAF).

192. "Diversifying Post-Secondary Education in Europe," Paedagogica Europaea, Vol. 3 (1972), 149 pp.

A collection of twelve papers, including two on postsecondary education in Norway, two on comparative study of diversification and development in European postsecondary education, one on comparative study of attitudes toward education in Wales and England, and one on the development of polytechnics in the United Kingdom. The volume contains summaries of the articles in English, French, and German.

193. Dogan, Mattei, "Causes of the French Student Revolt in May 1968," in The Task of Universities in a Changing World, edited by Stephen D. Kertesz. Notre Dame, Indiana: University of Notre Dame Press, 1971, pp. 306-22.

An analysis of the demographic, political, and economic causes of the May-June events and the collapseof the university system. Dogan singles out twelve factors which led to the 1968 upheaval: the access of new social strata to university education; the Napoleonic centralization of the French university; an ineffective system of selection; the abstract style of French university education; the saturation of teaching positions in secondary education; unemployment among young graduates; the privileges of full professors and the status of teaching assistants; the decline of student unionism; the politicization of the student

body by the Algerian war; the macrocephalism of Paris; and the endemic revolutionary tradition among Parisian intellectuals.

194. Domhoff, G. William. Who Rules America? Englewood Cliffs, N.J.: Prentice-Hall, 1967. 184 pp.

There is a power elite in the United States that enjoys a disproportionate share of national wealth though its control of major banks and industries. Its members manage foundations, the universities, and the mass media and exert considerable influence on the executive branch of government.

195. Donaldson, D. A. The Development of the Polytechnics Within the Binary System of Higher Education. Unpublished Ph.D. dissertation, University of London, 1974. 434 pp.

A study of the development of the polytechnics dealing with the social composition of the student body, their careers, and students' and employers' perceptions of polytechnics. Deviations from intended policy are explained in terms of the pluralistic structure of the decision-making process in higher education.

196. Doumenc, Michel, and Jean-Pierre Gilly. Les IUT. Ouverture et Idéologie. Les Techniciens Superieurs: Cadres ou Ouvriers? Paris: Editions du Cerf, 1977. 270 pp.

Somewhat rambling but frequently enlightening analysis of the status ambivalence felt by IUT graduates in their position in the social and technical division of labor in French society.

197. Dresch, Stephen P., "Educational Saturation: A Demographic-Economic Model," AAUP Bulletin, Vol. 56, No. 3 (October 1975), pp. 239-47.

Using a formal model of educational adaptation concentrated on the educational characteristics of the active adult population, the author projects a process of increasing atrophy of higher education in the United States. He also discusses the implications of this long-term development for the economic and social functions of the university.

198. Dressel, Paul L., and Lewis B. Mayhew. Higher Education as a Field of Study. San Francisco: Jossey-Bass, 1974. xi, 214 pp.

A review of the genesis and development of the study of higher education in the United States based on available programs in higher education. The study is articulated around seven themes: a review of the literature on higher education; an analysis of programs in higher education offered in American universities; a discussion of the role of research and types of training most beneficial to the development of the discipline; and examination of the complexities, problems, and issues in higher education as a field of study; recommendations for improving programs in order to serve the needs of degree candidates and higher education in general; and a typology and series of observations and principles useful to those who wish to review or change existing programs.

-- Driver, Christopher. The Exploding University. New York: The Bobbs-Merrill Company, 1971. xxi, 377 pp.

For full annotation, see entry No. 19.

199. Drucker, Peter. The Age of Discontinuity. Guidelines to Our Changing Society. New York: Harper and Row, 1968. xiii, 394 pp.

A theoretical investigation of the "forces of discontinuity" which are reshaping the political, social, and economic systems of modern nations, with particular emphasis on the United States experience. PD distinguishes four major areas of discontinuity: the explosion of the new technology leading to a proliferation of new industrial activities; the change from an "international" to an interdependent "world economy"; the increasing pluralization of society and polity overshadowed and run by managerial elites; and "the most important of [these] changes...knowledge, which, during the last few decades, has become the central capital, the cost center, and the crucial resource of the economy. This changes labor forces and work, teaching and learning, and the meaning of knowledge and its politics. But it also raises the problem of the responsibilities of the new men of power, the men of knowledge."

200. Dunham, Alden. Colleges for the Forgotten Americans. A Profile of State Colleges and Regional Universities. New York: McGraw-Hill, 1969. 206 pp.

There are over 250 state colleges and regional universities enrolling about one fifth of all college students in the United States. Traditionally, these institutions have viewed themselves as multipurpose institutions educating the middle class, and their faculties and administrators have not, for a long time, expressed a desire to extend their influence beyond the locality or region where they are situated. Despite this self-image, there still remains an unsettled quality about the functions, standards, offerings, and clientele of these establishments. Many colleges are found along a spectrum with single-purpose teachers colleges at one end and multipurpose universities at the other end. Within this spectrum, there is a rapid movement toward the full university. One factor in this evolution has been the explosion of student enrollments. Another factor is that many institutions seek the status and prestige enjoyed by other major state universities. "One of the ironies of this movement," notes AD, "is that a first class teachers college may become a third class university as it grows and changes its functions.

201. Duperre, Maurice, "Global Development of the Two-Year College Concept," Higher Education, Vol. 3, No. 3 (1974), pp. 315-30.

Study of the expansion of two-year college institutions outside of the United States, with particular emphasis on the Japanese and Canadian experience. Major issues discussed include access to higher education, the power prestige of two-year colleges, their support, control, and curriculum.

202. Durkheim, Emile. L'Evolution Pédagogique en France. Paris: Presses Universitaires de France, 1969. 403 pp.

This edition reissues a series of lectures given by the French sociologist at the Sorbonne prior to World War II. Their underlying common concern is the organic relationship between society and social change on the one hand and the genesis, evolution, and operation of university institutions on the other. Much of the analysis deals with the origins and development of the University of Paris, which is examined against the background of increasing secularization and rationalization of society. A major theoretical work.

203. Ellis, Joseph, and Robert Moore. School for Soldiers, West Point and the Profession of Arms. New York: Oxford University Press, 1974. ix, 291 pp.

Study of the West Point military school based on interviews with cadets and officers, demonstrating that this institution is a bastion of traditional and conservative political and social values. Changes in the larger society, however, are reflected in the recruitment of cadets and the operation of the school.

204. "The Embattled University," Daedalus, Vol. 99 (Winter 1970), pp. 1-224.

Excellent collection of papers dealing with the problems of transition from class to mass higher education, with particular emphasis on the idea of the university as a community of scholars, the governance of the university, and the problem of student dissent.

205. Embling, Jack. A Fresh Look at Higher Education. European Implications of the Carnegie Commission Reports. Amsterdam: Elsevier, 1974. xi, 263 pp.

"A series of reflections" by a former high official of the Department of Education and Science on the relevance to problems of European higher education of some of the recommendations of the Carnegie Commission on Higher Education, especially those related to the role of higher education, internal changes, the desirability of more effective use of resources, graduate employment, and recurrent education. The bulk of the volume applies to the British experience but other Western European countries are also taken into account. JE accepts the goals of curricular experimentation and structural differentiation, social justice, and the need to reduce university costs. Governance is one important area which he finds difficult to establish for Europe with any great degree of relevance to European university systems.

206. Les étudiants en France: Problèmes et évolution statistiques de l'enseignement supérieur de 1960 a 1967. Paris: La Documentation Française, 1969. 48 pp.

A convenient compendium of data and analyses documenting the expansion of French higher education since 1960, access to higher education, curriculum problems, and the integration of students into professional life.

207. Etzioni, Amitai. The Active Society: A Theory of Societal and Political Processes. New York: The Free Press, 1968. 671 pp.

A sophisticated (and perhaps esoteric) effort to oultine a theory of political processes intermediate between functionalism and Marxism. AE argues that in modern and "post-modern" societies, an active orientation is developing. It will be followed by a social revolution generating social guidance organizations with a high degree of control over social assets and power and high responsiveness to human needs. The active society will be based on greater reliance on knowledge, commitment, and power as instruments of social choice and planning.

-- "Faire l'Université. Dossier pour la Réforme de l'Enseignement Supérieur," Esprit, Nos. 5-6 (May-June 1964), 1216 pp.

For full annotation, see entry No. 21.

208. Faure, Edgar, et al. Learning to Be. The World of Education Today and Tomorrow. London: UNESCO-Harrap, 1972. 313 pp.

The report of the International Commission on the Development of Education set up by UNESCO in 1972 under the chairmanship of Edgar Faure, former French

minister of education. The consensus of the commission was that education must be completely restructured in order to remove all obstacles to the development of mass education, which would be a lifelong pattern integrating education and work with leisure. Artificial distinctions among levels of educational systems should also be eliminated and access to learning should not be conditioned upon accumulated records but upon the ability of students. Educational institutions should expand the range of their activities in order to meet the need for extended learning opportunities, and the business community should share responsiblity for technical education and related forms of professional training. The commission emphasized self-education as the central purpose of education.

209. Feldman, Kenneth A., and Theodore M. Newcomb. The Impact of College on Students. San Francisco: Jossey-Bass, Vol. 1, 1969, and Vol. II, 1970. 453 pp. and 171 pp.

A study of the influence of various colleges on the orientation and characteristics of American college students over a four decade period. Volume two contains summary tables of these studies. The major findings of the first volume are:1)freshman to senior changes in several characteristics have been occurring with considerable uniformity in most American colleges and universities in recent decades; 2) the degree and nature of different colleges' impact vary with their entering students' characteristics; 3) within the same college, experiences associated with the pursuit of different academic majors have effects over and above those that can be accounted for by initial selection into those major fields; 4) though faculty members are often individually influential, particularly in respect to career decision, college faculties do not appear to have a campus-wide impact except in settings where the influence of student peers and of faculty complement and reinforce one another; 5) the conditions for a campus-wide impact appear to have been most frequently provided in small, residential, four-year colleges; 6) college impacts are conditioned by background and personality of the student; and 7) attitudes held by students on leaving college tend to persist thereafter.

210. Feldman, Saul. Escape from the Doll's House. Women in Graduate and Professional School. New York: McGraw-Hill, 1974. 208 pp.

Based on large-scale data, this study prepared for the Carnegie Commission on Higher Education focuses on patterns of sex-related inequalities in American graduate and professional schools. The following topics are discussed: the position of women in American higher education in an historical perspective, the characteristics of "male" and "feminine" academic disciplines, men's and women's plans for academic careers, dedication to graduate study, and external constraints on women in academe. Emphasizes that sex-based inequality has been increasing since the Depression and that it will not be resolved merely by augmenting the number of women in the profession. The author calls for increased opportunities for women in addition to the implementation of drastic changes in patterns of socialization within lower levels of the educational system and in all segments of society. Probably the best statement on the subject to date.

211. Ferguson, John. The Open University from Within. London: University of London Press, 1975. ix, 165 pp.

An informal and illuminating account of the establishment of the British Open University from the planning stage through 1973 by one of its founders. Contains a most interesting chapter, "The Medium is the Message," on the new techniques of teaching and information handling developed by the Open University. A

sound introduction to a most interesting and potentially very fruitful experiment in higher education. For a somewhat more recent and comprehensive account, see Perry (1977).

212. Fomerand, Jacques, "The Politics of Innovation: The Open University," Western European Education, Vol.8, No. 1-2 (Spring-Summer 1976), pp. 121-50.

A discussion of the politics of the establishment and subsequent implementation of the Open University, illustrating the complexity of the process of higher education change and the way in which the changing views of the political participants involved can be fertilized by those of others and vice versa. JF views the Open University as a convenient institutional answer to the quality/quantity expansion dilemma that has confronted all industrial societies.

213. Ford, Boris, "Changing Relations Between Universities and Colleges of Education: W. Germany, Sweden and Denmark," Universities Quarterly, Vol. 28 (Autumn 1974), pp. 404-36.

The traditional instructional and institutional gap between teacher training and university education is increasingly criticized and large-scale institutional planning prompted by political or educational-political factors has led to a redefinition of the relations between universities and colleges of education. The Swedish, German, and Danish experience suggests the existence of a trend toward greater integration and centralization.

214. "La Formation Permanente: Idée Neuve? Idée Fausse?" Esprit, No. 10 (October 1974), 608 pp.

This special issue evaluates the advantages of and difficulties encountered during the implementation of the 1971 legislation on formation permanente, focusing on the lack of participation of trade unions in recurrent education programs, the inadequate financial contribution of the state, and the undue emphasis placed on professional training at the expense of general training.

-- Fournière, Michel de la, and François Borella. Le Syndicalisme Etudiant. Paris: Editions du Seuil, 1957. 190 pp.

For full annotation, see entry No. 539.

215. Fourrier, Charles. Dynamique Institutionnelle de l'Enseignement. D'où Vient et où Va l'Enseignement Français d'Aujourd'hui? Paris: Librairie générale de Droit et de Jurisprudence, 1971. x, 345 pp.

Broad overview of the historical evolution and present structures and problems of French education. In regard to higher education, the author stresses that the process of democratization entails the breakdown of the "societé bloquée" and that the function of university institutions should be more sharply differentiated. (Cf. Crozier, 1964, 1970).

216. Furniss, W. Todd, and Patricia A. Graham. Women in Education. Washington, D.C.: American Council on Education, 1974. 336 pp.

The thirty-eight papers included in this volume were prepared for the fifty-fifth annual meeting of the American Council on Education. The authors--most of them major figures in higher education (feminists and other radicals are conspicuously underrepresented)--examine topics which have become conventional

ones in the scholarly analysis of the condition of women in higher education, such as women's academic ability, the social and cultural barriers to women in colleges and universities, curriculum problems, the role of women, colleges' hiring and promotion policies and practices, and special services to alleviate role conflicts. The subjects are arranged under six headings: women in higher education, the woman student, the woman professional, academic programs, affirmative action, and contexts for decision. All authors agree that discrimination against women in American higher education is both wasteful and illegal. In spite of the editors' assertion, most contributions are couched in fairly general--not to say rhetorical--terms, with emphasis on ideological issues rather than technical ones. Provides interesting insights into the perception and definition of the "women's problem" in academia by representatives of the educational "establishment."

217. Furth, Dorotea "Issues in Short Cycle Education," Higher Education, Vol. 2, No. 1 (1973), pp. 95-105.

New types of diversified institutions must be created in order to cope with the transition from elite to mass higher education. This article explores the potential of short-cycle higher education structures and discusses their integration into the educational system and society.

218. Galbraith, John K. The New Industrial State. New York: A Mentor Book, 1971. xix, 404 pp. (second edition, revised)

A brilliant and controversial analysis of the social and political implications of widespread changes in the modes of economic production and corporate management in the United States. JKG shows that the entrepreneur has been replaced by the "technostructure" which embraces "all who bring specialized knowledge, talent or experience to group decision-making" within the firm. A chapter devoted to "The Educational and Scientific Estate" deals with the emergence of a rapidly growing body of educators and scientists. "This group connects at the edges with scientists and engineers within the technostructure and with civil servants, journalists, writers and artists outside. Most directly nurtured by the industrial system are the educators and scientists in the schools, colleges, universities and research institutions. They stand in relation to the industrial system much as did the banking and financial communities to the earlier stages of industrial development. Then capital was decisive, and a vast network of banks, savings banks, insurance companies, brokerage houses and investment bankers came into existence to mobilize savings and thus to meet the need. In the mature corporation the decisive factor of production...is the supply of qualified talent. A similar complex of educational institutions has similarly come into being to supply this need."

219. Geiger, Roger L., "The Second-Cycle Reform and the Predicament of the French University, "Paedagogica Europaea, Vol. 12, No. 1 (1977), pp. 9-22.

The second-cycle reform promulgated by the French government in 1976 was intended to promote professionally and vocationally oriented programs leading to diplomas after three and four years of study, to ease the grim employment situation faced by graduates. However, RLG sees the reforms as also motivated by the government's characteristically rightist view of the universities as expensive, inefficient, and politically hostile (a view shared by private employers, who prefer to hire graduates of the elite and not-so-elite grandes écoles.) Opposition to the reforms, fueled by the Left as the dominant force in teachers unions and student organizations, was widespread and bitter.

220. Geiger, Roger, "University and Society in Contemporary Europe: An Interpretation of an Unfinished Revolution," unpublished paper, Institution for Social and Policy Studies, Yale University, undated. 47 pp.

A probing analysis of the demise of the traditional European university and its current transformation and reorganization under the impact of conflicting social, economic, and political developments. The discussion focuses on the crisis of academic governance, the politicization of the universities, the trend toward externally mandated changes and the internal resistence to these changes, the bureaucratization of academic power, and the economic functions of the universities as they clash with egalitarian social pressures. RG underlines the unstable nature of the current university predicament and concludes that social stratification of some sort will continue to take place as diversification and selection are implemented.

-- Gerbod, Paul. Les Enseignants et la Politique. Paris: Presses Universitaires de France, 1976. 160 pp.

For full annotation, see entry No. 546.

221. Gerstl, Joel Emery, and S. P. Hutton. Engineers: The Anatomy of a Profession. London: Tavistock Publications, 1966. x, 229 pp.

A study of the social origins, schooling, professional training, colleague relationships, commitment to professional obligations, attitudes toward politics, religion, and leisure patterns based on a survey of one thousand members of the Institution of Mechanical Engineers working in 1962.

222. Gilpin, Robert. France in the Age of the Scientific State. Princeton, N.J.: Princeton University Press, 1968. 474 pp.

A model case study of science policy in France, focused on the role of the state in an era of rapid technological change. The volume presents a detailed review of the historical forces in French education, politics, and public administration which have shaped the development of French science. The fourth chapter, "The Heritage of the Napoleonic System," is an excellent summary of the structural obstacles to the expansion of the French university system. Lack of adequate financial support, competition, and strong leadership are shown to have contributed to the modest role of French universities in scientific research.

223. Girard, Alain. La Réussite Sociale en France. Ses Caractères. Ses Lois. Ses Effets. Paris: Presses Universitaires de France, 1961. 355 pp.

This unique and excellent study of social mobility in France includes chapters on the social and geographical backgrounds of the alumni of four Grandes Ecoles. The survey was made in 1958 on the basis of a sample drawn from former students of the Ecole Centrale, the Ecole Polytechnique, the Ecole Normale Supérieure, and the Institut Agronomique. AG's findings are not surprising: in spite of small variations among them, all Grandes Ecoles recruit their alumni primarily from the Parisian region and the upper strata of society. There is also an appendix on the social origins of students at the Ecole Nationale d'Administration, with similar conclusions.

224. Glass, D. V., ed. Social Mobility in Britain. Glencoe: The Free Press, 1954. viii, 412 pp.

A classic collection of studies on social mobility. Attendance at university, measured by social class origins, is included in the data of chapter five, "The Educational Experience of the Adult Population of England and Wales as at July, 1949," by Jean Floud. J. R. Hall and Glass consider "Education and Social Mobility" in chapter ten and find the form of secondary education to be the most significant factor in the maintenance or improvement of social status, with further education acting as a "reinforcing agent."

225. Gorz, André. Strategy for Labour. A Radical Proposal. Boston: Beacon Press, 1967. xiv, 199 pp.

A neo-Marxist evaluation of newly emerging contradictions in modern capitalist systems' mode of production, with particular emphasis on strategies of resistance and structural reforms involving skilled workers, the technical intelligentsia, and university students. There is also a discussion of the political and economic implications of student grants or scholarships versus a guaranteed student salary.

226. Green, V. H. H. The Universities. Harmondsworth: Penguin, 1969. 368 pp.

A convenient (and conventional) introductory history of British universities. By a D.D., sometime Cambridge undergraduate, and Oxford don, it tends, not surprisingly, to concentrate on Oxbridge (and, indeed, on pre-Victorian Oxbridge), with the development of all other universities covered in one brief narrative chapter. The analytical chapters also focus largely on Oxbridge, covering administration, economics, politics, religion, science, study and research, and dons and undergraduates. On the whole, there is relatively little attention to the social context of higher education; for this, one must refer to the recent works of Rothblatt (1968) and Stone (1974), among others.

227. Greenaway, Harriet. Training of University Teachers: A Survey of Its Provision in Universities in the United Kingdom. London: Society for Research Into Higher Education, 1971. 32 pp.

A descriptive catalogue of the training undertaken by forty-one different university-level institutions in Britain. Provision varies greatly in both quantity and type, and while seldom greeted with antagonism, it often fails to elicit enthusiasm. Unfortunately, the new teaching staff is often the least interested.

228. Grignon, C., and J. C. Passeron. Innovation in Higher Education: French Experience before 1968. Paris: Organization for Economic Cooperation and Development, 1970. 137 pp.

A somewhat confusing, esoteric, and contradictory evaluation of selected policy innovations in French higher education prior to 1968, with particular emphasis on the establishment of the University Institutes of Technology and the 1966 Fouchet reform in the Science and Humanities Faculties. The authors emphasize the institutional sources of resistance to change in the university system and single out "the social mechanisms which support and perpetuate the value of university culture in its traditional form," e.g., the procedures of teacher recruitment and training, the social organization of scientific life, and the social origin of students.

229. Hall, Laurence, and Associates. New Colleges for New Students. San Francisco: Jossey-Bass, 1974. 210 pp.

New learners--the students of the farms, the white and black ethnic ghettos, women, and from all age groups--do not share the social and academic orientations of traditional students. Now they make up fully half of the population gaining access to college, and it has become evident that conventional higher education has been servicing them poorly. The editor has brought together studies of the new colleges and differing structures of learning and teaching which have been created in recent years to meet the needs of these newcomers in higher education. The essays discuss open admission policies, external degree programs, TV colleges and correspondence schools, and cooperative education programs. Excellent work on the institutional response of American higher education to accomodate "high risk" students.

230. Halmos, Paul, ed. Sociological Studies in British University Education. The Sociological Review Monograph, No. 7. Keele: University of Keele, 1973. 204 pp.

An important collection of fourteen articles prepared on the eve of the appearance of the Robbins Committee's report. Chief issues discussed include background and selection of students, factors affecting their performance, the expansion of higher education, and university-state relations. Under the latter rubric, Jean Blondel expounds the range of relationships between government and universities which exist in different nations, contrasting Britain notably with France; Robert O. Berdahl adds a footnote to his study of the UGC (Berdahl, 1959) in advocating the UGC's continuance under the Treasury rather than a ministry specifically responsible for education.

-- Halsey, A. H., Jean Floud, and C. Arnold Anderson, eds. Education, Economy, and Society. A Reader in the Sociology of Education. New York: The Free Press, 1961. ix, 625 pp.

For full annotation, see entry No. 30.

-- Handlin, Oscar, and Mary F. Handlin. The American College and American Culture. Socialization as a Function of Higher Education. New York: McGraw-Hill, 1970. 104 pp.

For full annotation, see entry No. 31.

231. Hartnett, Rodney T., Mary Jo Clark, Robert A. Feldmesser, Margaret L. Gieber, and Neal M. Soss. The British Open University in the United States. Princeton, N.J.: Educational Testing Service, 1974. 112 pp.

Assessment of the courses devised by the Open University in the United Kingdom and used by the University of Houston, the University of Maryland, Rutgers University, and the State University of New Jersey. The volume contains a description of the background of the Open University's project, the study plan, staffing, course organization, student characteristics, student attrition rates and academic performance, study course experiences and satisfactions, and opinions, attitudes, and experiences of the faculty.

-- Harvey, Edward B., and Jos L. Lennards. Key Issues in Higher Education. Toronto: The Ontario Institute for Studies in Education, 1973. 128 pp.

For full annotation, see entry No. 32.

232. Hearnden, Arthur. Paths to University: Preparation, Assessment, Selection. London: MacMillan, 1973. 165 pp.

An offshoot of a project undertaken by the Schools Council at the Oxford University Department of Educational Studies to investigate university admission practices and policies in France, West Germany, Sweden, the United States, and the USSR. The volume compares these mechanisms of selection with the situation in Britain and presents recommendations on curriculum and assessment methods that might be implemented in the final two years of British secondary schooling.

233. Hecquet, Ignace, Christiane Verniers, and Ladislav Cerych. Recent Student Flows in Higher Education. New York: International Council for Educational Development, 1976. 189 pp.

This important report prepared by the newly founded Institute of Education of the European Cultural Foundation in Paris presents comprehensive data on the evolution of student enrollments in the United States, Japan, and nine European countries from 1965 to 1973/74 or 1974/75. Brings up to date work by the OECD. The authors conclude that the expansion of the 1960s has levelled off somewhat, with the proportion of secondary school graduates proceeding to the university stabilizing. This may reflect shifts in the job market, but it may also represent disenchantment with the present form of full-time higher education. Thus LC speculates that the simple question of growth versus stagnation will decline in importance and the significant issue will be the development of new structures and forms of higher education, such as alteration between work and study, the British Open University, etc. In a brief final section, data on Czechoslovakia, Hungary, and Poland are presented.

234. Helms, Erwin. Die Hochschulreform in den USA und ihre Bedeutung für die BRD. Qualität und Chancengleichheit als Problem der industriellen Gesellschaft. Hannover, Berlin, Darmstadt, Dortmund: Schroedel, 1971. 236 pp.

Unique study of American higher education, written in Germany. The book evaluates critically changes in American higher education between 1959 and 1969, focusing on the relationship between the maintenance of academic standards and the trend toward democratization of access to higher education. Some of the implications of the findings for the German experience are also examined.

235. Hervé, Florence. Studentinnen in der BRD: Eine soziologische Untersuchung. Cologne: Pahl-Rugenstein Verlag, 1973. 206 pp.

A sociological study of women in higher education in the Federal Republic of Germany. The author presents an historical sketch of women's education in Germany and comprehensively reviews existing statistical data and research evidence (some of it comparative) regarding the factors which have an impact on women's access to higher education, their condition as students, and their employment prospects. The attitudes of the mass media, selected political groups, and state officials are also examined. Hervé sees discrimination as part of a wider social problem.

236. Hesburgh, Theodore M., Paul A. Miller, and Clifton R. Wharton, Jr. Patterns for Lifelong Learning. San Francisco: Jossey-Bass, 1973. xvii, 135 pp.

The authors of this book present their views on how institutions of higher learning in America can build educational systems which will institutionalize education as a lifelong process. Their underlying assumption is that in our rapidly changing and complex society, "much of the knowledge and professional training of a graduate is obsolete fifteen years after graduation unless that education is continually updated through purposeful learning." TH, president of the University of Notre Dame, acts as the rapporteur of four task forces he appointed to explore the relationship of adult and continuing education to social responsibility,

public affairs, the role of the universities, and an expanding body of knowledge. PM, president of the Rochester Institute of Technology, discusses the influence of adult and continuing education on the academic community and the creation of new life styles. Finally, CW, president of Michigan State University, presents the findings of a task force which was assigned to analyze how complex institutions of higher education can adapt their functions to the needs of adults in a modern social and economic setting. The volume contains sixty-seven recommendations covering the nature of a learning society, the contents of public policy, institutional initiatives, the academics, the objectives of lifelong education, organizational arrangements, and inter-institutional cooperation. A convenient bibliography completes the book.

237. Higher Education. Report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins. Cmnd. 2154. London: HMSO, 1963. xvi, 335 pp.

The "Robbins Report" was the product of a large-scale investigation of the condition and problems of British universities, considered in light of the need for future expansion. Assuming "as an axiom that courses of higher education should be available for all those who are qualified by ability and attainment to pursue them and who wish to do so," the committee legitimized and gave impetus to the expansion of British university enrollments during the 1960s for which government and UGC had been preparing (Perkin, 1969). Robbins' major structural recommendations, in contrast, were either ignored or repudiated. Instead of a separate ministry for science and the universities to ensure their independence, the government created an omnibus Department of Education and Science (DES) and transferred the UGC to it from the Treasury. Later, the universities' accounts were opened to executive and parliamentary audit for the first time. The committee envisaged the immediate promotion of a select group of technological colleges (the CATs) to university status; although this was done, the DES refused to designate any further CATs for future promotion and instead created thirty polytechnics to head the nonuniversity sector--the other half of the "binary system," barring them from ever attaining university status (Robinson, 1968). Five appendices, predominantly statistical in nature, were published in six additional volumes, covering demand for higher education places, students, teaching staff, administrative and financial aspects, and higher education abroad. The latter volume, Appendix Five, presents extensive comparative data on ten countries, including the United States and the USSR.

238. Hodgkinson, Harold L., Institutions in Transition. A Profile of Change in Higher Education (incorporating the 1970 Statistical Report). New York: McGraw-Hill, 1971. xvii, 295 pp.

A dissection of the dynamics and consequences of and obstacles to change in American higher education undertaken at the request of the Carnegie Commission on Higher Education. The findings are based on statistical data, a questionnaire survey of 1,230 presidents of institutions of higher education and 5 case studies. Some of the major conclusions are: 1) American students have become more diverse in terms of social and economic backgrounds; 2) faculty are teaching fewer hours and are more interested in research; 3) the increase in college students has been handled primarily in the public sector by expanding existing universities or building new community colleges; 4) the greatest increase in institutions awarding doctoral degrees is in public institutions; 5) almost all institutions of higher education have become coeducational; 6) presidents stress that the most important changes in their institutions have been increases in faculty and student power, changes in academic programs,

and changes in the structure of the student population; and 7) the institutional diversity of American higher education is decreasing.

239. Hollis, Christopher. The Oxford Union. London: Evans Brothers, 1965. viii, 281 pp.

A lively study of Oxford University's debating society over the past century and a half. It provides informative insights into the kind of intense intellectual and social environment that has molded many British politicians, statesmen, and men of affairs to this day, thereby illuminating the university's links with the Establishment and above all government.

240. Holmes, Brian, David G. Scanlon, and W. R. Niblett, eds. Higher Education in a Changing World: The World Year Book of Education 1971/72. London: Evans Brothers, 1971. 410 pp.

The second of a two-volume series dealing with higher education and,more specifically, the problems, aims, and practices of institutions of higher education throughout the world. The present one focuses on the issues raised by the reorganization of systems of higher education forced by widespread social change. It includes twenty-eight essays written by specialists and is divided into three major sections. The first part examines concepts of the university in society within an historical framework. The second part consists of a series of case studies showing how demographic, economic, and social changes have compelled national policy-makers to devise new educational policies. The last part presents patterns of national policies aimed at reorganizing university systems. The volume closes with a most useful fifteen-page bibliography.

241. Houghton, Vincent, and Ken Richardson, eds. Recurrent Education. London: Ward Lock, 1974. 137 pp.

The editors show that a watershed situation in educational thinking is now taking shape in modern societies. According to them, recurrent education will evolve into something far more significant than the apprenticeship model of training it is now for many people.

242. Howe, Florence, ed. Women and the Power to Change. McGraw-Hill, 1975. xvii, 182 pp.

Four activists and intellectuals wrote this volume, which belongs to the series sponsored by the Carnegie Commission on Higher Education. They explore the implications of a feminist vision brought to higher education. All four assume that the university is a "crucially central institution [controlling]...both knowledge and power" and argue that in the absence of any systemic change in existing structural hierarchies, women will remain excluded from meaningful careers.

243. Husén, Torsten. The Learning Society. London: Methuen, 1974. 268 pp.

A series of highly readable and stimulating essays on current issues of education, including methods for the improvement of teaching and learning, the role of research, the international dimensions of educational questions, the economics of education, and futurology. There is little, however, about the learning society, at least as Hutchins defines it, and TH tends to evade critical questions such as the functions of educational planning, the costs of lifelong education, and whether the democratization of education should be preceded or accompanied by radical structural change.

244. Husén, Torsten. Social Background and Educational Career—Research Perspectives on Equality of Educational Opportunity. Paris: OECD/CERI, 1972. 182 pp.

A study of the psychological, institutional, and sociological factors affecting the process of educational opportunity in Europe, the United States, and especially Sweden. Criticizes "fragmented" policy attempts to resolve the problem and calls for a "systems" integrated and global approach paying due consideration to total education.

245. Husén, Torsten. Social Influences on Educational Attainment. Paris: OECD/CERI, 1975. 189 pp.

Central point of this inquiry into the principle of social equity in education is that "the social background, education and working careers of individuals must be related in new ways in the society of the 1970's...educational opportunities must be spread over a wider span of life; must be seen as part of continuing process of development of the individual, involving work, education and leisure; and must engage the responsibilities of employers, both private and public, as well as the educational system as we understand it today." Includes a first-rate bibliography on the subject.

246. Husén, Torsten. Talent, Equality and Meritocracy: Availability and Utilization of Talent. The Hague: Nijhoff, 1974. xi, 157 pp.

Arguing that "marginal advance" has been made toward greater educational opportunity, TH is primarily concerned here with the "nature-nurture" controversy over academic ability. His conclusions are rather elusive and skirt the issue: inherited biological characteristics are of "some" importance but, on the other hand, "the educator has got to be an 'environmentalist' if he wants to justify his existence."

247. Husén, Torsten, and Gunnar Boalt. Educational Research and Educational Change: The Case of Sweden. New York: Wiley and Sons, 1967. 233 pp.

A useful overview of educational research in Swedish schools since 1940. According to the authors, the main issue in Swedish school policy is the problem of differentiation of the school system--that is, "at what age should the students considered to be academically talented be separated from their non-intellectual classmates."

248. Husén, Torsten, with the assistance of Ingemar Emanuelson, Ingemar Fägerlind, and Robert Liljefors. Talent, Opportunity and Career. A Twenty-Six Year Follow Up of 1500 Individuals. Stockholm, Almqvist and Wiksell, 1969. 309 pp.

Longitudinal study of 1500 students over a twenty-six year period focusing on linkages between home background, school attainment, and achievement in higher education.

249. Institut National d'Etudes Démographiques. "Population" et l'Enseignement. Introduction by Alain Girard. Paris: Presses Universitaires de France, 1970. xxxii, 571 pp.

A solid collection of essays, notes, and documents published in various issues of Population (INED's periodical) between 1960 and 1969 concerning educational problems in France. Most items focus on the secondary school system, with

emphasis on the demographic, economic, and social causes of what Alfred Sauvy called the "explosion scolaire." Thus this volume provides basic data for understanding the long-term societal trends that led to the massification of the French university system.

250. International Labor Organization. The Role of Universities in Workers Education. Geneva: ILO, 1974. 216 pp.

A summary of research findings and the conclusions reached at an ILO symposium on universities and workers' education in November 1973. The need for a closer cooperation between the universities and trade unions and workers' educational organizations is emphasized.

251. Jaccard, Pierre. Sociologie de l'Education. Paris: Payot, 1962. 254 pp.

Influential study of the growing dysfunctional aspects of education in Europe. PJ shows that European education in the early sixties remained Malthusian and elitist and did not meet the demands of a changing technological and scientific society. He sees in the American model the seeds of meaningful change, especially in its broad recruitment of students, the institutionalization of permanent education, and the development of orientation procedures.

252. James, Ivor, ed., "Higher Education," Aspects of Education. Journal of the Institute of Education at the University of Hull, No. 18 (1975), 190 pp.

Collection of essays describing higher education in the United Kingdom before the publication of the Robbins Report. Evaluates the significance of the polytechnics for the British system of higher education.

253. Janowitz, Morris. The Professional Soldier. New York: The Free Press, 1971. viii, 464 pp. (first edition, 1960)

Classic study of the American military, discussed in terms of sociological, psychological, and organizational concepts. A perceptive chapter on "Career Development" examines the socializing and training functions of academy education and higher military schools.

-- Jencks, Christopher, and David Riesman. The Academic Revolution. New York: Doubleday, 1968. xvii, 580 pp.

For full annotation, see entry No. 39.

254. Jevons, F. R., and H. D. Turner, eds. What Kind of Graduates Do We Need? London: Oxford University Press, 1972. 120 pp.

Critical appraisal of the problems brought about by the continuing expansion of higher education in the United Kingdom, with special emphasis on curriculum reform in scientific subjects.

255. Joint Unit for Planning, Research, University College, London and the London School of Economics. The University in an Urban Environment. Beverly Hills, Calif.: Sage Publications, 1974. 246 pp.

A study of a metropolitan university (Bedford College of London) and its structural/functional linkages to the city, focusing on a time diary in which students and staff describe their activities over a twenty-four hour period. Topics include

the integration and dispersal in an urban university, the urban university as an environment for research, and patterns of behavior of participants. The volume, however, does not present data which would make it possible to determine how and in what ways this university operates differently from another establishment in a nonurban environment.

256. Kahn, Herman, and Anthony Wiener. The Year 2000. A Framework for Speculation on the Next Thirty Five Years. New York: MacMillan, 1967. xxvii, 431 pp.

Comprehensive and imaginative (though a bit dated already) picture of the shape of the probable. The postindustrial society of the future will be molded by the following long-term trends: increasingly sensate cultures, the rise of bourgeois, meritocratic, and democratic elites, the accumulation of scientific and technical knowledge, the institutionalization of change, especially research, development, innovation, and diffusion, worldwide industrialization and modernization, increasing affluence and leisure, population growth, urbanization, the decreasing importance of primary and secondary occupations, the spread of literacy and education, increasing capability for mass destruction, and increasing tempo of change.

257. Karabel, Jerome, and Alexander W. Astin, "Social Class, Academic Ability, and College 'Quality,'" Social Forces, Vol. 53, No. 3 (March 1975), pp. 381-98.

Drawing on nationally representative data, the authors analyze the impact of social background and academic ability on the quality of the college attended. Results show that college quality (in terms of selectivity and affluence) is significantly related to social class. The relationship between these two variables is mediated primarily by academic ability.

258. Karabel, Jerome, and A. H. Halsey, eds. Power and Ideology in Education. New York: Oxford University Press, 1977. 658 pp.

Contains a lengthy review and interpretation of educational research and thirty-seven articles grouped under the headings of education and social structure, education and social selection, education and "human capital" and the labor market, cultural reproduction and the transmission of knowledge, social transformation, and educational change. About one-third of the contents concerns higher education. Experience of the education systems of Great Britain, Germany, Italy, France, USSR, Peru, and Cuba as well as of the United States is reflected. Calls for a more theoretical approach to the "new" sociology of education and less proliferation of narrow empirical studies.

259. Karpen, Ulrich, "University Admission Criteria: Some German-American Comparative Observations," International Review of Education. Vol. 22, No. 2 (1976), pp. 203-21.

Examination of admissions procedures and criteria for access to higher education in West Germany and the United States. UK finds the lottery system unsuitable for its low predictive capability of student performance and suggests the use of corrective tests to improve the value of the Abitur as a screening device.

-- Kaysen, Carl, ed. Content and Context. New York: McGraw-Hill, 1973. xviii, 565 pp.

For full annotation, see entry No. 41.

260. Kehler, Irene. Didaktik eines Studienreformmodells. Weinheim: Beltz, 1973. 212 pp.

Critical analysis and assessment of the didactic aspects of a modular comprehensive university (Baukastengesamthochchule) with particular attention to various teaching and learning techniques, including learning through research, learning in small groups, examinations as a test of success, nonpersonnel media, and individualized learning.

261. Keil, Wolfgang, and Ursula Piontkowski. Strukturen and Prozesse in Hochschulunterricht. Weinheim: Beltz Verlag, 1973. 325 pp.

A theoretical model of the teaching and learning process assessing the effectiveness of current forms of university instruction. The study draws on a survey of lecturers and students at the University of Münster and discusses the structural aspects of the system (teachers and students) and the processes of interaction between the two of them, with particular attention to environmental and integrating factors.

262. Kelly, Alison, "Family Background, Subject Specialization and Occupational Recruitment of Scottish Students: Some Patterns and Trends," Higher Education, Vol. 5, No. 2 (1976), pp. 177-88.

"University entrants from different social backgrounds tend to specialize in different subjects at university. Self-recruitment operates to a large extent in the ancient professions of medicine, dentistry and law, and few working class students enter these faculties. Self-recruitment of male students to engineering, business, farming and to a lesser extent teaching, is also evident. Comparisons with earlier years show little change since the 1930s in occupational recruitment patterns of Scottish universities."

263. Kelsall, R. K. Higher Civil Servants in Britain from 1870 to the Present Day. London: Routledge and Kegan Paul, 1955. xvi, 233 pp.

Chapter six gives data on the numbers and percentages of members of the higher civil service who attended various schools and universities as of 1929, 1939, and 1950. Among universities, Oxford and Cambridge together lead by an enormous margin.

264. Kelsall, R. K., Ann Poole, and Annette Kuhn. Graduates: The Sociology of an Elite. New York: Barnes and Noble, 1972. 284 pp.

A sequel to the authors' Six Years After, devoted to a sociological analysis of the bases of recruitment into elite occupational positions which draws on a 1966 survey of 10,000 men and women who graduated in 1960 from British universities. Confirms the findings of studies such as Glass (1954) and emphasizes that the middle class has been the main beneficiary of university expansion since the 1950s. Demonstrates the persisting influence of social class on students' choice of subjects and on the range of occupations open to them upon graduation. Women of all social origins are shown to be at a particularly severe disadvantage in terms of career prospects.

265. Kendall, Elaine. Peculiar Institution: An Informal History of the Seven Sister Colleges. New York: G. P. Putnam's Sons, 1976. 272 pp.

This is an informal, highly readable, and informative account of the origins, development, and current status of Barnard, Bryn Mawr, Mount Holyoke, Radcliffe,

Smith, Vassar, and Wellesley colleges. EK's main thesis is that these elite women's colleges are now anachronistic remnants of a defunct past when intelligent and educated females were considered social threats, that their existence has become increasingly "doubtful," and that coeducation is "sensible, economical and natural." Recent increases in applications to womens' colleges cast doubt on EK's conclusions. (Cf. Baker, 1976.)

266. Keniston, Kenneth. Young Radicals: Notes on Committed Youth. New York: Harcourt, Brace and World, 1968. x, 368 pp.

An effort to outline the style of dissent among the New Left Movement in the United States, focusing on psychological variables such as generational identification, personalism, nonasceticism, antitechnologism, participation, anti-academicism, and ambivalence toward violence.

267. Kerckhoff, Alan C., "Patterns of Educational Attainment in Great Britain," American Journal of Sociology, Vol.80, No. 6 (May 1975), pp. 1428-37.

Drawing on a national sample of British children born in 1946, the author explains educational attainment in terms of social origin, ability, and type of secondary school attended. The data show that ability and social origin contribute to the type of secondary school selected and that attendance at elitist secondary schools in turn leads to higher levels of educational achievement.

268. Kertesz, Stephen, ed. The Task of the Universities in a Changing World. Notre Dame, Indiana: University of Notre Dame Press, 1972. xxi, 503 pp.

Collection of essays presented at various conferences in the late sixties clarifying some of the issues and choices universities will have to make as their societal environment becomes increasingly heterogeneous and university education is no longer reserved for a minority of students. The fourth section of the volume deals with university developments in Britain, Canada, France, Sweden, Italy, Yugoslavia, Germany, and Spain.

269. Keylor, William R. Academy and Community: The Foundation of the French Historical Profession. Cambridge, Mass.: Harvard University Press, 1975. x, 286 pp.

An interpretation of the establishment of history as an academic discipline in France between 1870 and 1914, and the formation of the "scientific" school of historical writing in the French university. Keylor focuses on the problems that confronted university historians as they sought to transform their craft from an avocation of amateurs into a scholarly discipline pursued by trained specialists employed by the university system. The author emphasizes such themes as the rivalries between academic history and the nascent discipline of sociology, the tensions among literary historians, and the conflict between the scientific claims of French historians and their commitment to the use of history for patriotic and political purposes.

270. Kindleberger, Charles P., "Technical Education and the French Entrepreneur," in Enterprise and Entrepreneurs in Nineteenth and Twentieth Century France, edited by Edward C. Carter II, Robert Forster, and Joseph N. Moody. Baltimore: Johns Hopkins Press, 1976.

Kindleberger examines the impact of the Grandes Ecoles on the performance of French business elites in the nineteenth and twentieth centuries. He begins with

a rapid survey of French leading professional schools and finds that the education they provide is most appropriate in training theoretical and mathematical minds and in instilling among graduates a strong sense of esprit de corps and public service. But CPK also stresses that the competitiveness of the Grandes Ecoles and their upper class recruitment breed both elitism and professional arrogance which, in turn, make personal relations in the firm and board meetings difficult and create a residual interest in the mass market. By the end of his analysis, the author argues that insofar as technology plays a larger and larger role in modern industry, time is on the side of the French educational system.

271. King, Edmund. Education and Development in Western Europe. Reading, Mass.: Addison-Wesley Publishing Co., 1969. xvii, 187 pp.

Careful and stimulating historical and sociological comparative study of educational change in Western Europe within the framework of modernization theory, defined here as an historical process of long-range social and cultural changes.

272. King, Edmund J., Christine H. Moor, and Jennifer A. Mundy. Post-Compulsory Education. Vol. I: A New Analysis in Western Europe. Vol. II: The Way Ahead. Beverly Hills, Calif.: Sage Publications, 1974. 483 pp. and 197 pp.

The product of a three-year inquiry into the educational and social implications of the expansion of secondary education in England, France, Italy, the Federal Republic of Germany, and Sweden, sponsored by the Comparative Research Unit at King's College, University of London, with the financial support of the Social Science Research Council. Drawing on a massive questionnaire administered to students and faculty, the program focuses on the perceptions and aspirations of the sixteen-twenty age group and of those providing for their needs within the context of today's schools and colleges. Volume one presents and evaluates data about the strains of educational response to a rapidly changing social setting: the unprecedented growth of student enrollments, the composition, expectations, and motivations of students, the devising of new institutions and curricula, the development of new relationships in the process of education, and the prospects for recurrent education through a multiplicity of contacts and agencies. The second volume offers additional material, observations of practical nature, and suggestions for policy development, with particular emphasis on the linkages between secondary and higher education, new structural opportunities for students, and counselling and guidance.

273. Kintzer, Frederick C., "Norway's Regional Colleges," Higher Education, Vol. 3, No. 3 (August 1974), pp. 303-14.

Created in 1969 as a response to societal pressures to democratize higher education, Norway's regional colleges operate with a high degree of autonomy, and experimentation and innovation have been officially encouraged. The goal: to prepare students for immediate employment in specific occupations and for further education in universities and professional schools, and to offer educational opportunities for adults.

274. Knowles, Asa S., and Associates. Handbook of Cooperative Education. San Francisco: Jossey-Bass, 1972. xviii, 386 pp.

What is cooperative education? Why can it be considered an ideal type of education for minority students and women? What kind of off-campus experience may students undertake? Why do employers often perceive cooperative education as a superior form of education? What is the cost of converting a conventional college to a cooperative plan? How can colleges obtain federal funds

for cooperative programs? These are some of the questions this comprehensive handbook seeks to answer. The contributors discuss in twenty-one original essays the philosophy and objectives of cooperative education, its genesis, administration and operating procedures, its relevance to special social groups and its academic, general, and financial practice. Two chapters describe the types of programs available in Canada and England.

275. Knowles, Malcolm S. The Adult Eduation Movement in the United States. New York: Holt, Rinehart and Winston, 1962. xiii, 335 pp.

A standard history of adult education in the United States, focused on the development of coordinating institutions and the nature and dynamics of the field. Higher education and the role of universities are discussed recurrently. For the contemporary situation, see Knowles (1969).

276. Knowles, Malcolm S. Higher Adult Education in the United States: The Current Picture, Trends, and Issues. Washington, D.C.: American Council on Education, 1969. xxi, 105 pp.

An overview of the changing role, structure, methods, programs, bases of support, and constituencies of American adult education. For an historical survey, see Knowles (1962).

277. Kohli, Martin. Studium und berufliche Laufbahn: Über den Zusammenhang von Berufswahl und beruflicher Sozialisation. Stuttgart: Enke, 1973. 118 pp.

A theoretical study of higher education and occupational career, focusing on the relationship between occupational socialization and career choice. The latter is viewed as a decision process extending over time and strongly affected by the socializing influence of the university.

278. Kosciusko-Morizet, Jacques A. La "Mafia" Polytechnicienne. Paris: Editions du Seuil, 1973. 190 pp.

A polemical critique of the admissions policies, social recruitment, and curriculum of the renowned Ecole Polytechnique, one of the two or three top grandes écoles in France. JAKM concludes that the typical student learns little other than absorbing the idea that he is predestined to enter the top echelons of public administration or private enterprise.

279. Kroeber, Kenneth L. Zuviel Akademiker? Universität im Uberganz. Freiburg: Herder, 1972. 141 pp.

Inquiry into the problems created by the introduction of a numerus clausus in West Germany, including issues related to student unrest, university reform, and the psychology of the student revolt.

280. Lane, Robert, "The Decline of Politics and Ideology in a Knowledgeable Society," The American Sociological Review, Vol. 31, No. 5 (October 1966), pp. 649-62.

An essay showing that modern societies have their "roots in epistemology and the logic of inquiry." This variant of the technocratic world view stresses that "...the knowledgeable society is one in which, more than in other societies, its members: a) inquire into the basis of their beliefs about man, nature and society; b) are guided (perhaps unconsciously) by objective standards of veridical

truth, and, at upper levels of education, follow scientific rules of evidence and inference in inquiry; c) devote considerable resources to this inquiry and thus have a large store of knowledge; d) collect, organize and interpret their knowledge in a constant effort to extract meaning from it for the purposes at hand; e) employ this knowledge to illuminate (and perhaps modify) their values and goals as well as to advance them."

281. Lauwerys, Joseph A., ed. Teachers and Training. London: Evans Brothers, 1969. iv, 147 pp.

Four comparative studies focusing on 1) the social status of teachers in various advanced societies; 2) the contents of education at the secondary level; 3) the institutions, functions, social responsibilities, and administration of higher education as well as government policies in the context of expansion and social change; 4) teacher training against the background of the growth of knowledge and mass education.

282. Lawlor, John, ed. Higher Education: Patterns of Change in the 1970s. London: Rutledge, 1972. 155 pp.

Able collection of readings about colleges of education, polytechnics, universities, and adult education institutions in the United Kingdom, stressing that, for the purpose of planning, higher education should be viewed as a single system.

283. Lawlor, John, ed. The New University. New York: Columbia University Press, 1968. viii, 200 pp.

Articles on problems of university development in the United Kingdom primarily, with reference to the experience of the United States, Australia, and New Zealand. The contributors include Adam Curle, W. Boyd Alexander, Wilfrid Harrson, W. H. G. Armytage, James Dundonald, Peter Karmel, and W. H. Oliver, who deal with topics ranging from a survey of plans for British expansion to actual problems of implementation and prospects for further development.

284. Lawson, John and Harold Silver. A Social History of Education in England. London: Methuen, 1973. xii, 502 pp.

A recent single-volume history of English education, with a good deal of general information on the development of higher education. Useful on the role of the government, this work also attempts with some success to relate educational development to the condition and changes in society at large (thereby making a notable advance over previous textbook histories). A good introduction to English education, higher and other.

285. Layard, Richard, John King, and Claus Moser. The Impact of Robbins: Expansion in Higher Education. Harmondsworth: Penguin, 1969. 153 pp.

Fully documented assessment of the growth of British higher education in the mid-sixties. Discusses one of the most serious developments unanticipated by Robbins, the so-called swing from science.

286. Le Bris, Raymond F., "Egalitarisme ou Elitisme dans le System Français d'Education Supérieur," in Philip G. Altbach, ed., The University's Response to Societal Demands. New York: International Council for Educational Development, 1975, pp. 89-101.

Although the French system of higher education has evolved into a system of mass higher education, elitism has not altogether disappeared since intellectual aptitudes remain a prerequisite for access to university study. The author contends (optimistically) that the solution to the old dilemma, egalitarianism versus elitism, must be found in the "orientation" of students, i.e., a process of continuous counselling and information resting on a "system diversifié de formation à durée variable" and enabling students to choose their specialization in accordance with their aptitude.

287. Le Gall, A., et al. Present Problems in the Democratization of Secondary and Higher Education. Paris: UNESCO, 1973. 238 pp.

UNESCO reports often lack clarity, focus, and consistency, and this collection of three essays intended to be practical guides to national policy-makers in education is no exception. The case study dealing with the problems of structure, access, examinations, recruitment, and assignment of teachers in secondary education in France, Japan, the Netherlands, the USSR, the United Kingdom, and the United States covers ground already explored by Frank Bowles's seminal study on Access to Higher Education (1965). The last section of the book provides an unimaginative analysis of the efforts made by the Scandinavian countries to tackle material and financial problems productive of differentiation. Le Gall's principle essay, however, is an outstanding and systematic effort to explore the nature and implications of functional and structural differentiation processes in secondary and higher education. Le Gall rejects the simplistic thesis that democratization can be achieved by making education available to the greatest number of students. Educational structures, standards of living, and psychological, emotional, social, and economic factors have a differential impact on educational opportunity from the primary school level through the university. Le Gall discusses each one of these factors in depth and concludes that financial assistance to students will only be partially effective if it is not implemented in conjunction with comprehensive structural and functional reforms in primary, secondary, and higher education.

288. Léon, Antoine. Histoire de l'Education Technique. Paris: Presses Universitaires de France, 1968. 128 pp.

Lucid, concise, and pessimistic historical analysis of the place of technical education in the French educational system. AL argues that the development of technical education in France must be understood against the background of society and the intellectual heritage of the Renaissance. He also stresses that technical education has been and is still hampered by a tradition that places a premium on abstract and speculative knowledge rather than empirical knowledge.

289. Leslie, Larry L., and Howard F. Miller, Jr. Higher Education and the Steady State. Washington, D.C.: American Association for Higher Education, 1974. 58 pp.

One of the first theoretical works to analyze the nature and significance of the "era of no or limited growth...descending upon [American] higher education." Borrowing from economics, the report shows that "transverse progression or the constant growth of an essential social system is inevitable in a rising society." Transverse progression applies to the higher education function although not to specific kinds of institutions. Accordingly, higher education in a period of relative decline will continue to expand, albeit at a pace considerably slower than in the sixties, and will develop innovations (i.e., the production of new jobs, improved productivity, new financial resources) that

will enable the American university system to adapt itself to and persist within its changing social and economic environment.

290. Levin, Henry M., "Educational Opportunity and Social Inequality in Western Europe," Social Problems, Vol. 24 (December 1976), pp. 148-72.

The existence of equality of educational opportunity is assessed in terms of four criteria: equality of educational access, of educational participation, of educational results, and of educational effects on life chances. The article concludes that Western European educational systems have, by these standards, failed to equalize educational opportunity. This pattern reflects the dual function of schooling in preparing wage earning manpower for state work enterprises and monopoly capitalism as well as in representing an instrument for social mobility sustaining an ideology of mobility. Educational expansion in the postwar period and decreased rates of economic growth have created a major crisis and led to underemployment. The intervention of the state and capitalist employers to mediate this crisis will have a profound effect on patterns of inequality in the schools and the societies of Western Europe. Includes an excellent bibliography.

291. Lévy-Garboua, Louis, "Les Demandes de l'Etudiant ou les Contractions de l'Université de Masse," Revue Française de Sociologie, Vol. 17, No. 1 (January-March 1976), pp. 53-80.

This article investigates the impact of the emergence of a mass university in France on the behavior and condition of students. LLG argues that the French university expanded greatly in the mid-sixties, not merely as a result of the growing social demand for education, but primarily because of professional and economic gains expected from a university degree. Accordingly, in the context of a shrinking economic environment, the French university has evolved from a place for professional training and apprenticeship into a systematic instrument of selection.

292. Lipset, Seymour M., and Reinhard Bendix. Social Mobility in Industrial Society. Berkeley, California: University of California Press, 1959. xxi, 309 pp.

A now classic comparative statement on social mobility in industrial societies casting doubt on several widely accepted generalizations about social mobility, particularly that there has been less mobility in Europe than in the United States; that social mobility tends to decline as industrial societies mature; and that opportunities for entrance into the business elite become more restricted with mature industrialization. There is a pertinent discussion of elite mobility and status mobility as they relate to the functions of higher education. One chapter provides data about the social background and level of educational attainment of American business elites.

293. Litten, Jens. Die Sandwich-Universitat Oder die Hochschule für Jedermann. Hamburg: Hoffmann und Campe, 1971. 182 pp.

Previous suggestions and projects for university reform are bound to fail because they are formulated within the traditional conceptual framework of the university as a closed institution. Meaningful reforms should follow the Sandwich Model and blend theoretical university education with practical in-service training.

294. Lohmar, Ulrich, Gerhard E. Ortner, and Manfred Bayer, eds. Der doppelte Flachenhals: die deutsche Hochschule zwischen Numerus clausus und Akademiker arbeitslosigkeit. Hanover: Schroedel, 1975. 508 pp.

Contributions by experts in educational theory, politics and administration, research, and teaching which examine the current situation and dilemma of West German higher education (the title refers to a "double bottleneck," an allusion to the tide of applicants who want to enter higher education and who can be stemmed only through the establishment of a numerus clausus, and the pressing problem of unemployment of graduates). The volume is divided into three major sections: the educational system, politics, and educational theory; quantitative expansion versus qualitative reform; and graduate employment. The editors have done a good job in balancing conflicting viewpoints. A solid reference book on higher education in West Germany displaying perhaps an undue optimism about the possibilities for innovation in West German universities.

295. Lomax, D. E., The Education of Teachers in Britain. New York: Wiley, 1973. xiii, 467 pp.

A comprehensive assessment of teacher education in Britain against the background of the social, economic, political, and administrative problems created by the expansion of educational opportunities. The essays discuss issues related to the development of teacher education, teacher training in the universities, polytechnics, and colleges of education, teacher education curriculum and its underlying values, in-service training, and the economics of and research in teacher education. The volume is informative, although it was prepared well before the current phase of government-mandated contraction which has buffeted teacher education in Britain.

296. Long, Samuel, "Sociopolitical Ideology as a Determinant of Students' Perceptions of the University," Higher Education, Vol. 5, No. 4 (1976), pp. 423-35.

"The effect of ideological self-identification on students' perceptions and evaluations of three academic stimulus objects is investigated. Socio-political ideologies do structure perceptions of the academic milieu; conservative and liberal students view academic objects differently and do not use the same dimensions when ascribing academic objects. In predicting students' political identifications, stimulus objects as well as perceptual dimensions must be taken into account."

297. Low or No Tuition--the Feasibility of a National Policy for the First Two Years of College. An Analytical Report of the Carnegie Council on Policy Studies in Higher Education. San Francisco: Jossey-Bass, 1975. 88 pp.

Investigation of various aspects of two key questions: is concerted action toward low-cost or free tuition possible in the United States, and should the federal government become directly involved in this policy? Extensive statistical tables provide a large body of information on the costs of tuition in public and private universities in the United States.

298. Lynch, James, and H. Dudley Plunkett. Teacher Education and Cultural Change: England, France, West Germany. London: Allen and Unwin, 1973. 197 pp.

A comparative sociological analysis of teacher education in France, England, and West Germany, illustrating the conflict between traditional and innovative

forces. The systems are juxtaposed and compared in terms of four interrelated criteria: cultural perceptions of teaching, the process of becoming a teacher, curricula, and the organization of teacher education. Differences among national systems are explained in reference to varying historical experiences and different socioeconomic contexts. The authors discern a common trend toward democratization and the emergence of teacher training programs responding to person- rather than institution-oriented values.

299. MacArthur, Brian. Beyond 1980: The Evolution of British Higher Education. New York: International Council on Educational Development, 1975. 28 pp. (Occasional Paper No. 14)

A succinct and somewhat elitist evaluation of the evolution of the British system of higher education since the publication of the Robbins Report and a look at its future development. BM analyzes the current contraction of higher education in Britain and the conflict between polytechnics and universities stemming from the latter's insistence on a leveling upward. He concludes that "what we shall be talking about in 1985 is a system of post-school education incorporating higher education. This is the direction in which systems throughout the world are already moving." This movement will proceed by incremental reforms rather than revolution.

300. MacDonald, Gary B. Five Experimental Colleges: Bensalem, Antioch-Putney, Franconia, Old Westbury, Fairhaven. New York: Harper and Row, 1973. 257 pp.

Compendium of essays dealing with the human responses to experimental efforts in institution building.

301. Mandrin, Jacques (pseud.). L'Enarchie ou les Mandarins de la Société Bourgeoise. Paris: La Table Ronde de Combat, 1967. 173 pp.

A brilliant pamphlet attacking the elite Ecole Nationale d'Adminstration (ENA), the most important of those grandes ecoles that serve as avenues of recruitment for the French civil service. The authors, two of the school's alumni, are now civil servants in the Inspection des Finances, and sharply criticize the class nature of the ENA, which penalizes individuals from modest family backgrounds. The authors condemn what they consider to be artificial and dysfunctional practices and propose a number of reforms intended to lead to a more efficient and democratic institution.

302. Marburg Research Group. Qualifizierung und wissenschaftlich-technischer Fortschritt am beispiel der Sekundärschulreform in ausgewählten Industriestaaten. Ravensburg: Otto Maier Verlag, 1975. Vol. I: Viktor von Blumenthal. Italy; Bobo Willmann. Sweden, 247 pp. Vol. II: Roland Hein. France; Heinz Stübig. England. 224 pp. Vol. III: Herbert F. Bode. U.S.A.; Uwe Zänker. Soviet Union, 287 pp.

Ambitious comparative study of the impact of the scientific and technological revolution on the educational systems of selected European nations assessing the adaptability of educational systems and the efficacy of the changes introduced. Stresses the irreconciliability of social and economic policy objectives and the need for an integration of general and vocational education.

303. Marcuse, Herbert. An Essay on Liberation. Boston: The Beacon Press, 1969. x, 91 pp.

In this brief and polemical essay, HM develops some of the ideas first submitted in Eros and Civilization and One Dimensional Man. He states that corporate capitalism in the United States and its self-perpetuating, conservative, repressive, rationalized, technocratic, and bureaucratic society and polity can be radically modified through rebellion of the ghetto population and middle class university students who reject society and its value system and share a common political consciousness embedded in a new and generous vision of the future.

304. Marcuse, Herbert. One Dimensional Man. Boston: Beacon Press, 1964. xvii, 260 pp.

The bourgeoisie and the proletariat are still the basic classes of advanced capitalist societies but they are no longer agents of historical transformations. It is as if the former antagonists were now united in an "overriding interest in the preservation and improvement of the institutional status-quo." This is so because technological development tends to create a totalitarian productive apparatus which determines socially needed occupations, skills, aptitudes, and individuals' needs and aspirations. Exploited minorities and students will take over the historical function of the working class.

305. Markovits, Andrei, "Educational Reform and Class Cleavages in Social Democratic Regimes: The Case of Sweden," unpublished paper prepared for delivery at the 1976 annual meeting of the American Political Science Association, Palmer House, Chicago, 2-5 September 1976. 63 pp.

Review of the historical development and contemporary structure of Swedish primary and secondary education focused on selection processes and comprehensivization as they relate to problems of postsecondary education. The author shows that Sweden's educational reforms (the comprehensivization of primary and secondary schooling, the abolition of secondary school leaving examinations, the adoption of rigid course sequences and examination schedules in the arts and sciences, recurrent education, short-cycle courses, and the like) have actually "perpetuate [d] a socialization process which promoted far reaching adjustments within the capitalist system without, however, being able to fundamentally transform it."

306. Marris, Peter. The Experience of Higher Education. London: Rutledge and Kegan Paul, 1964. xi, 220 pp.

An attempt to discuss the expectations of students, their relations with the faculty, the impact of differing kinds of accomodation, the perception of students concerning the quality of education received, and how their experience of higher education would be relevant to their role in society. PM shows that university education prepares for elite membership, but half of the students he surveyed are children of fathers who did not have occupations with such high social standing. He concludes: "if occupations and education remain...crucial determinants of distinctive styles of life and values, these students were faced with a conflict between their background and their possible future. A university degree would free them to reinterpret where they stood in terms of social stratification. They could hardly enjoy all the opportunities their education offered without in part repudiating the society in which they grew up, and so disparaging their own roots." According to Marris, the dilemma is solved in part by detachment from political issues.

307. Marvick, Dwaine, ed. Political Decision-Makers: Recruitment and Performance. New York: Free Press of Glencoe, 1961. 347 pp.

A study of the recruitment, socialization, and professionalization of public policy-makers in France, Great Britain, West Germany, India, and the United States. Contains useful data on the educational background of political leaders in these countries.

308. Massialas, Byron G. Education and the Political System. Reading, Mass.: Addison-Wesley Publishing Co., 1969. 219 pp.

A good (albeit a bit unimaginative) theoretical study of the linkages between education and the political order from the perspective of systems analysis. Educational institutions relate to the polity in two interrelated ways: "through the input of support, or the way education generates support for the system... [and] through the input of demands, or the ability of education to articulate opinions, expectations, interests, etc., into wants which in turn are converted into demands for specific binding decisions or actions." Conceptually useful and interesting even though the material makes only passing references to higher education and focuses primarily on primary and secondary schooling.

309. Mayeur, J. M., "Les Universités Neuf Ans Après 1968," Etudes (October 1977), pp. 293-310.

Thoughtful and dispassionate balance sheet of university reform in France since 1968. JMM believes that the institutions established in 1968 have enabled the university to start meeting the challenge of mass higher education. Such critical problems as curriculum diversification and selection, however, have not yet been dealt with adequately and still cast a long shadow over the future development of the French university system. The discussion makes extensive use of the so-called Rapport Gaussin (Rapport d'Information Fait au Nom de la Commission des Affaires Culturelles, Familiales et Sociales sur l'Application de la Loi d'Orientation de l'enseignement Superieur du 12 Novembre 1968, by Mr. Gaussin, Annexe au procès-verbal de la Seance du 2 Avril, 310 pp.).

310. McClintock, Marion E. University of Lancaster: Quest for Innovation. A History of the First Ten Years, 1964-1974. Lancaster: University of Lancaster, 1974. xviii, 464 pp.

A comprehensive account of the creation of the University of Lancaster, dealing with the debates which took place among engineeers, architects, academic planners, local sponsors, and the like as they were devising new ideas about new course and degree structures. The problems the university faced thereafter are also discussed, such as declining real income, the uncertainty about student numbers, and the unending conflicts over the proper functions of a university in a modern, industrial setting.

311. McGrath, Earl, ed. Universal Higher Education. New York: McGraw-Hill, 1966. xiv, 258 pp.

One of the first serious publications to be concerned with the "massification" of higher education in the United States. The papers included in this volume were presented at a conference held under the auspices of the Institute of Higher Education, Teachers College, Columbia University, in November 1964. They discuss "the substance and implications of universal higher education [in the United States], defined as opportunities for higher education utilized by more than half of the relevant...age group." Topics investigated include the social, political, economic, and personal consequences of universal higher education, the implications of universal higher education for the curricula, manpower development and employment of youth, admissions, college

teachers' preparation, and the economic aspects of universal higher education. The major theme of the book is the contradiction inherent between the traditional factors determining the size, form, and function of higher education and the new concern for the implementation of social justice through the uses of education. It is the view of most papers that this contradiction could and should be resolved by redefining the function of higher education and changes in existing institutions as well as the development of new establishments.

312. McIntosh, Naomi E., "Open Admission--An Open or Revolving Door?" Universities Quarterly, Vol. 29, No. 2 (Spring 1975), pp. 171-81.

In its present state, the OU performs a "cooling out function." Through open admission, "society's needs are apparently being met, students are apparently given an opportunity--but for many it is not a real opportunity."

313. McIntosh, Naomi, with Judith A. Calder and Betty Swift. A Degree of Difference: A Study of the First Years' Intake of Students to the Open University of the United Kingdom. London: Society for Research into Higher Education, 1976. xviii, 320 pp.

"This report provides information on the characteristics of adult students, the problems of independent learning and also some information on and insights into the problems of the educationally disadvantaged in Great Britain....It shows that OU students are not only not typical of conventional university students, but are also not typical of their contemporaries in the community at large." Their propensity to learn and the high degree of social mobility among them are stressed. The work includes a brief history and description of the Open University as well as the detailed study of students' background and performance carried out as part of the institution's self-evaluation. The mass of data on which the conclusions are based has been published by the OU as volume two of the study, in mimeographed form.

314. Medsker, Leland L., and Dale Tillery. Breaking the Access Barriers: A Profile of Two-Year Colleges. New York: McGraw-Hill, 1971. 183 pp.

A cautious evaluation of the potential role of community colleges in educating masses of previously non-college-bound students. Two-year colleges "may have the potential for giving the twentieth century an updated version of the American Dream." But they face serious problems stemming from the unrealistic expectations of students and teaching staff and from the rigidity of their curricula, which all too often duplicate those of four-year colleges. In the view of the authors, the two-year college can become a genuine instrument of democratization only if it ceases to be perceived as a "second choice" educational institution.

315. Meynaud, Jean. Technocracy. New York: The Free Press, 1969. 315 pp.

This study, translated from the French, explores the spread into political life of the complex demands and workings of technological civilization. JM focuses on the infiltration of governmental machinery by technocrats and the ideological tenets that strengthen these trends. In the course of his analysis, JM stresses the crucial role of the grandes écoles in France as training grounds for technocrats.

316. Milbergue, Jean-Pierre, "La Signification Politique des Rapports Pédagogiques dans l'Université," Les Temps Modernes, No. 227 (April 1965), pp. 1849-79.

Relying on a nondogmatic Marxist approach derived from the work of Lewin and Rogers in social psychology, the author shows the political significance of pedagogical methods in French academic life. He criticizes the authoritarianism which characterizes student-teacher relations and concludes that "pedagogical relationships in the French university are deeply alienated inasmuch as they are relations of dependence reflecting the capitalist pattern of social dependency."

317. Miller, Gordon W. Success, Failure, and Wastage in Higher Education: An Overview of the Problem Derived from Research and Theory. London: Harrap, 1970. 264 pp.

This is a comparative study of the problem of student success and failure in higher education, focused mainly on Britain, the US, Australia, and Canada. In explaining wastage, GWN argues that institutional variables (such as admissions policies, curricula, teaching and assessment methods, staff-student relations, counseling, ease of transfer between courses and institutions, pass rates and policies, and residential patterns) are as important, if not more so, as student characteristics (aptitude, personality, social class, age, sex, family background, motivations, ambition, and financial status). The volume is most useful for its excellent survey of the literature on the subject.

318. Mills, C. Wright. The Power Elite. New York: Oxford University Press, 1956. 423 pp.

A classic elite study showing that there is a power elite composed of men "in command of the major hierarchies and organizations of modern society" in the United States. These men control the big corporations, the governmental machinery, and the military. They are bound together by social and psychological affinities, and are recruited from a social stratum of persons with similar social background, religious affiliation, and education.

319. Mills, C. Wright. Sociology and Pragmatism: The Higher Learning in America. New York: Paine-Whitman, 1964. 475 pp.

Mills doctoral dissertation in which he argues that higher education is a key mediating factor ("tangible link") between the school and the social structure.

320. Ministry of Education. Half Our Future. A Report of the Central Advisory Council for Education (The Newson Report). London: HMSO, 1963. 299 pp.

Important and widely debated report treating "the education of pupils aged thirteen to sixteen of average and less than average ability." Contains numerous recommendations for change in secondary education and emphasizes "above all a need for new modes of thought, and a change of heart, on the part of the community as a whole."

321. Mitchell, B. R. European Historical Statistics 1750-1970. New York: Columbia University Press, 1975. xx, 827 pp.

Unique compilation of statistical data on key indicators of development in Europe (climate, population and vital statistics, labor force, agriculture, industry, external trade, transport, communications, finances, prices, education, and national accounts) from the earliest information after 1750 up to 1969. The short section on education gives figures on school and university enrollments and the number of teachers between 1817 and 1969. Indispensable tool of reference for historicans of education.

322. Mitchell, Howard, ed. The University and the Urban Crisis. New York: Human Sciences Press, 1974. 212 pp.

Examines the unique contribution of the university to human services for the surrounding community. Psychologists investigate university programs in Philadelphia, Buffalo, and Cambridge, with particular attention to issues of crime and delinquency, unequal education, and medical services.

323. Moberly, Sir Walter. Universities Ancient and Modern. Manchester: Manchester University Press, 1950. 280 pp.

A Ludwig Mond Lecture in which Moberly compares the attitudes and principles of "redbrick" universities with those of Oxbridge, both in Victorian England and in the post-World War II world. He speaks of the advantage "redbrick" institutions have in being close to contemporary and local society, and of their duty to "saturate with thought" both the practical and the philosophical and spiritual questions of the age. A late contribution to the postwar debate on the new roles of universities. See Nuffield (1948), Simon (1943), and Truscot (1943).

-- Monnerot, Jules. Démarxiser l'Université. Paris: La Table Ronde, 1970. 179 pp.

For full annotation, see entry No. 52.

324. Mosher, Frederick C. The Professions, Professional Education and the Public Service. Berkeley, Calif.: Center for Research and Development in Higher Education, 1968. v, 162 pp.

An exhaustive study of professional training for public administrators focused on the relationships between the training of professionals in government and their subsequent impact on government.

325. Mott, J., and N. Goldie, "The Social Characteristics of Militant and Anti-Militant Students," Universities Quarterly, Vol. 26, No. 1 (Winter 1971), pp. 28-40.

"The active student is more likely to acknowledge working-class parentage and repudiate the meritocratic ideology, although he has probably been to Grammar School and held a job. This finding differs both from American studies which trace his origins to the permissive families of liberal professions, and from other British studies showing the apathetic engineer as more strongly rooted in the working class."

326. Mountford, James. British Universities. London: Oxford University Press, 1966. viii, 180 pp.

An introduction to the history of British universities from the twelfth century. Provides a solid overview of their teaching and research functions, their responses to the needs of society, their constitutional and financial framework, and the problem of autonomy and their relation to government.

327. Mountford, James. Keele: An Historical Critique. London: Routledge and Kegan Paul, 1972. xv, 332 pp.

A critical evaluation of the development of the University of Keele since its establishment in 1949. Considers the role of A. D. Lindsay and others in

establishing "The Keele experiment" and its academic and organizational innovations. Keele was the first university founded since World War II and "decisively affected the patterns of development which were adopted in the further development of newer universities."

328. Murphy, Thomas P., ed. Universities in the Urban Crisis. New York: Dunellen Publishing Company, 1975. xix, 418 pp.

A useful collection of essays focused on the university's response to the changing urban environment, with particular emphasis on the American experience. The book is divided into four sections dealing with the universities and government, their students, and internal dynamics. The topics discussed included the challenge of urban service programs, adult education programs, open admission, internship, the University Without Walls, student participation in university governance, faculty recruitment, and the bureaucratization of decision-making.

329. Musgrove, F., "Social Class and Levels of Aspiration in a Technological University," Sociological Review, Vol. 15, No. 3 (November 1967), pp. 311-22.

Drawing on questionnaires and interviews exploring the career intentions, preferred life-styles, reference groups, and perceived characteristics of different professional groups of students entering the University of Bradford in October 1966, this study throws doubt on the alleged modesty and social and professional uncertainty of engineers compared with scientists and arts students. Musgrove concludes that "if he [the student in a technological university] is a linguist or a social scientist, his academic qualifications compare favorably with those of students in established universities and his social background is no different from theirs. If he is a scientist or technologist, his social background is inferior to that of students in his field attending other universities; his school attainments are inferior to those of arts and social sciences students, but his social and vocational aspirations are high and his conception of himself is confident and positive."

330. Nash, George, et al. The University and the City. Eight Cases of Involvement. New York: McGraw-Hill, 1973. 151 pp.

Eight case studies exploring the relationship of the University of Chicago, Southern Illinois, Los Angeles (UCLA), Our Lady of the Lake, Morgan State, Northeastern, Columbia, and Wayne State with their urban environment. The authors analyze the elaboration and implementation of university field programs and assess their success. They identify four basic ways in which universities can and should be involved in urban and community problems: as educator, as citizen and neighbor, as provider of services, and as model for the rest of society.

331. Neave, Guy. How They Fared: The Impact of the Comprehensive School upon the University. Boston: Routledge and Kegan Paul, 1975. vii, 255 pp.

Addresses a common concern of educational policy: the relationship between the organization of secondary education, especially the extent to which it groups or tracks students, and the social class distribution of entrants to higher education. This British study of nearly one thousand graduates of state comprehensive schools who entered universities concludes that comprehensive schools have improved access to all universities except Oxford and Cambridge by postponing selection from age eleven-plus until much later in secondary school and by broadening access to university-preparatory curricula.

332. Neave, Guy. Patterns of Equality. Paris: Institute of Education. European Cultural Foundation, 1976. 150 pp.

A comparative report to the European Commission on the nature and impact of new structures of higher education on equality of opportunity. Good description of the open university in the U.K., the vise skole in Yugoslavia, the gesamthoschule in Germany, the district colleges in Norway, and the instituts universitaires de technologie in France.

333. Nevermann, Knut, ed. Der 2. Juni 1967: Studenten zwischen Notstand und Demokratie. Dokumente zu den Ereignissen anässlich des Schah-Besuchs. Cologne: Pahl-Rugenstein, 1967. 151 pp.

Sponsored by the National Association of German Students (VDS), this volume contains a range of documents relating to the demonstration of June 2, 1967 in Berlin against the Shah of Iran, at which a student was shot and killed by a plainclothes policeman, and its immediate aftermath (most materials are dated from the following ten days).

334. Nevins, Allan. The State Universities and Democracy. Urbana, Illinois: University of Illinois Press, 1962. vii, 171 pp.

A distinguished historian examines the role and development of state universities inasmuch as they relate to ideals of democracy. The democratic impact of the 1862 Morrill Act is summarized in these terms: "It kept before our fast growing population the vital necessity of developing--by research, by the organization of scattered elements of knowledge, and by careful application of scientific principles--a truly expert cultivation of technology and culture. In the one field it promoted the emergence of the most effective engineering schools on the globe. In the other it lifted land use to a wholly new level, and in time established a connection between the national government and the academic world which provided an appartus (sic) for research and for the rapid diffusion of scientific discoveries, unparalleled elsewhere. Widening the gates of opportunity, it made democracy freer, more adaptable, and more kinetic."

335. Nevitt, Sanford, ed. The American College. A Psychological and Sociological Interpretation of Higher Learning. New York: Wiley, 1962. xvi, 1084 pp.

Monumental study of the American college at the turn of the preceding decade, intended to present "a picture of the American college as a whole, a picture that conveys...the complexity and diversity of the institution and how it changes under the impact of forces in American society." The focus is on individual students and their development under the influences of psychological and sociological forces.

336. Newsome, Audrey, Brian J. Thorne, and Keith L. Wyld. Student Counselling in Practice. London: University of London Press, 1973. 196 pp.

The authors of this volume work with the Appointment and Counselling Service at the University of Keele, the only British university running a comprehensive counselling service. They discuss daily experience of counselling and the skills necessary to deal with student problems. They also analyze the relationship between the counselling, teaching, administrative, and medical staffs and stress the need for single units dealing with students' educational, personal, vocational, and social concerns.

337. Niblett, W. Roy, ed. The Sciences, the Humanities and the Technological Threat. New York: John Wiley and Sons, 1975. xiv, 168 pp.

Collection of essays exploring the political, philosophical, and educational implications of the increasing role of higher education in the training of technologists and experts in modern industrial societies. Leo Marx sees the progress of technology as conducive to the growth and centralization of the power of the state. George Grant argues that quantification and experimental methods cannot be ends in themselves. George Tolley criticizes professional organizations and associations for their suspicion of integrated, interdisciplinary curricula. David Edge stresses the need for a more integrated and interdisciplinary structure in the patterning of degrees and diploma courses and calls for radical changes in attitudes and approach. Max Black discusses the tasks of the humanities in today's technological world from a philosopher's standpoint. Ben Morris is concerned with the educational process which, according to him, has lost criteria of judgment about the feeling life. John Passmore deals with the importance of caring in a teaching situation. Marjorie Reeves and Lionel Knights show that personal involvement is an essential ingredient in learning processes, and Richard Peters concludes that the humanities are indispensable to counteract the "monism of technological values." Overall, this work is a thoughtful and probing defense of the humanities' place in higher education.

338. Niblett, W. Roy, and R. Freeman Butts, eds. Universities Facing the Future. An International Perspective. San Francisco: Jossey-Bass, 1972. xiv, 400 pp.

The second part of a two-volume series published by the World Year Book of Education. The emphasis throughout is on structural and functional innovations in response to the growing massification of higher education in the world. Thirty chapters written by thirty-four experts in higher education identify "trends that are of major import in the rapid evolution of higher education now so obviously taking place" and examine particular cases of innovations such as the binary policy or the implementation of the principle of comprehensive education in Communist China, Tanzania, Brazil, Argentina, Mexico, India, Japan, Britain, France, West Germany, Spain, Australia, the United States, and the USSR.

339. Niblett, W. Roy, Darlow W. Humphreys, and John R. Fairhurst. The University Connection. Windsor: NRER Publishing Co., 1975. 300 pp.

A solid and comprehensive historical study of the development of links between teacher training and the universities, a particularly stormy relationship in Britain, where the universities have always branded new fields as overly utilitarian and below academic standard. The book distinguishes three periods: first, the era of the Joint Boards, in which the universities participated largely in an advisory capacity, while maintaining small, ill-nourished, and often despised education departments of their own; second, the era of Institutes of Education, semidependent schools within the universities which offered aid and assistance to colleges outside as well; third, the development within the universities of Schools of Education, awarding the BEd degree.

340. Niehuis, Edith. Analyse der Erwachsenenbildung in der BRD und DDR. Heidelberg: Quelle und Meyer, 1973. 181 pp.

A systematic attempt to provide an overview and assessment of the legislation on adult education in Germany, with particular emphasis on its organizational

structure, autonomy, educational offerings, and "clients." Calls for further research into a "theory of institutions of further education" in order to improve the productivity of further education.

341. Noonan, Richard. School Resources, Social Class, and Student Achivement. New York: John Wiley and Sons, 1976. xiv, 127 pp.

An empirical study of the allocation of resources in ten countries (England, West Germany, Finland, France, Israel, Japan, the Netherlands, Scotland, Sweden, and the United States) which seeks to assess the instrumental value of the school system in reducing achievement differences associated with socio-economic status. No evidence is found of effects of a mode of resource allocation or school system on the level and social distribution of student achievement. It is, therefore, suggested that societal factors have a critical influence on both the school system and school outcomes.

342. Nuffield College. The Problem Facing British Universities. London: Oxford University Press, 1948. 131 pp.

A study of the expansion of university supply and demand in post-World War II Britain, undertaken by the Education Subcommittee of Nuffield College's Social Reconstruction Survey, replete with prewar statistics and postwar estimates, most ofwhich envision an expansion of 50 to 100 percent. The discussion of demand covers both the manpower needs of professions and the presence of a large talent pool which might benefit from higher education. The study concludes that expansion to the limits of available resources is necessary, and that the expansion can best be coordinated, with little danger to academic independence, by the UGC or some ad-hoc bodysimilarly composed. The chief danger is that expansion may concentrate too narrowly on technical or professional matters, whereas the university's role, in the interests of technology, the professions, and society at large, calls for a broad basis and high quality (including an element of general education), with faculties both in teaching and in research. See also Moberly (1949), Simon (1943), and Truscot (1943).

343. Organization for Economic Cooperation and Development. Classification of Educational Systems. Recapitulative Volume. Paris: Organization for Economic Cooperation and Development, 1975. 55 pp.

Excellent guide to the different types of educational systems and institutions existing in the OECD's twenty-four member countries, summarizing country treatments in earlier volumes.

344. Organization for Economic Cooperation and Development. Development of Higher Education 1950-1967. Paris: Organization for Economic Cooperation and Development, 1971. 269 pp.

Comprehensive analytical survey identifying and documenting the quantitative and statistical aspects of the explosion of postsecondary education enrollments during the period 1950-67. Presents data related to new entrants, enrollments, degrees awarded (broken down by sex, field of study, and types of institutions), population statistics, statistics on secondary school leavers, duration of university studies, university pass rates, drop out rates, and the efficiency of nonuniversity education. Indispensable reference work.

345. Organization for Economic Cooperation and Development. Educational Policies for the 1970s. Paris: Organization for Economic Cooperation and

Development, 1971. 156 pp.

Series of conference papers on the state of the educational systems of advanced noncommunist countries in the early seventies. Major theme of the volume is that the determination of educational priorities is basically a political problem that requires extensive planning. Companion volumes presenting background papers summarized here cover major aspects of educational planning, including educational expansion, trends in expenditures, group disparities in enrollment and achievement, teaching resources, education and the distribution of income, and futurology in education.

346. Organization for Economic Cooperation and Development. Educational Policy and Planning in France. Paris: Organization for Economic Cooperation and Development, 1972. 695 pp.

Detailed and in-depth analysis of French educational policy outlining the structure of the educational system and its reform. For the purpose of this bibliography, this volume is most useful for its emphasis on the characteristics and development of educational planning in France. Topics of interest include a tentative explanation of the disparities between forecasts and actual enrollments, the gradual introduction of manpower requirements with enrollment forecasts, the determination of the volume of investments, and methods of manpower planning. Usefully complements Study on Teachers.

347. Organization for Economic Cooperation and Development. Educational Policy and Planning--Germany. Paris: Organization for Economic Cooperation and Development, 1972. 290 pp.

Background report prepared for the OECD Examination of the Educational Policy in Germany, describing the process of institutional planning in education in its political environment.

348. Organization for Economic Cooperation and Development. Educational Policy and Planning in Sweden. A Report from Sweden to the OECD Educational Investment and Planning Program (EIP). Paris: Organization for Economic Cooperation and Development, 1966. 386 pp.

Comprehensive statement about the planning of all levels of education in Sweden. Provides an historical outline of the development of various types of education and their current situation and problems, with extensive statistical data.

349. Organization for Economic Cooperation and Development. The Educational Situation in OECD Countries. A Review of Trends and Priority Issues for Policy. Paris: Organization for Economic Cooperation and Development, 1974. 70 pp.

Report prepared by the OECD Secretariat at the request of the Seventh Conference of European Ministers of Education, whose purpose is to "provide an analysis of the educational situation in Member countries; highlight the major issues which emerge and suggest future priority areas in educational policy." Three chapters focus on the growth of enrollments and teacher supply, the costs of education and structural changes in educational systems.

350. Organization for Economic Cooperation and Development. Educational Statistics Handbook. Vol. I: International Tables. Vol. II: Country Tables. Paris: Organization for Economic Cooperation and Development, 1974 and 1975. 64 pp. and 436 pp.

A two-volume series presenting basic statistical data about the educational process in OECD countries between 1960 and 1970. The first volume is divided into five sections: the scope and duration of the regular system of education, enrollments of pupils and students, teachers, educational finance, and educational attainment. The second volume provides quantitative information for each individual country with particular emphasis on student enrollments, faculty, and the distribution of students among disciplines by age, sex, and level of education. Updates some of the material contained in the earlier report, Development of Higher Education 1950-1967.

351. Organization for Economic Cooperation and Development. Equal Educational Opportunity. Paris: Organization for Economic Cooperation and Development, 1971. 48 pp.

In spite of massive increases in public expenditures, the stated governmental goal of equal educational opportunity has met with failure. Earning gaps in OECD countries have continued to widen and the proportion of lower socio-economic groups achieving higher education has not markedly changed. The report emphasizes the relevance and usefulness of recurrent education in a policy of democratization of higher education.

352. Organization for Economic Cooperation and Development. France-Ireland. Study on Teachers. Paris: Organization for Economic Cooperation and Development, 1969. 450 pp. and 43 pp.

Comprehensive empirical survey and evaluation of the demographic, social, and economic factors influencing the supply and demand of teachers in France and Ireland between 1950 and 1965. The emphasis is on primary and secondary education but the data are indispensable for an understanding of the growth and problems of French higher education in the decade of the sixties.

353. Organization for Economic Cooperation and Development. Long-Range Policy Planning in Education. Paris: Organization for Economic Cooperation and Development, 1973. 392 pp.

Papers and proceedings of an OECD meeting on the problems of long-term educational planning. Contributors draw attention to the democratization of the planning process in terms of the number of actors involved.

354. Organization for Economic Cooperation and Development. Policies for Higher Education. General Report. Paris: Organization for Economic Cooperation and Development, 1974. 188 pp.

General report of the OECD conference on Future Structures of Post-Secondary Edcuation which was held in Paris in June 1973. High-ranking government officials, teachers, administrators, and representatives of trade unions and professional organizations focus on the characteristics and advent of mass higher education, seeking to identify alternative measures which would diversify the structures of postsecondary education and enable national educational systems to meet their new objectives in the context of social and economic development.

355. Organization for Economic Cooperation and Development. Policies for Science and Education. Country Reviews. Norway. Paris: Organization for Economic Cooperation and Development, 1962. 53 pp.

Study of the changing balance between theoretical and practical education, the

plans for technical and higher education, and the development of scientific and technical manpower.

356. Organization for Economic Cooperation and Development. Problèmes d'Environment et Enseignement Supérieur. Paris: Organization for Economic Cooperation and Development, 1976. 205 pp.

The report of a conference sponsored by the OECD Center for Educational Research and Innovation. The meeting was held in Denmark in June 1974 and dealt with the development of environmental studies. Participants demand the establishment of horizontal and interdisciplinary institutions for the teaching of environmental studies, in view of the nonadaptation of existing monodisciplinary structures. These new institutions would have a triple function: 1) the education of the citizenry, specialists, and experts involved in environmental problems and the recurrent training of decision-makers for the entire society; 2) a function of research leading to the formulation of short and long-term solutions to current environmental problems; and 3) a service function for local and regional communities.

357. Organization for Economic Cooperation and Development. Quantitative Trends in Teaching Staff in Higher Education. Paris: Organization for Economic Cooperation and Development, 1971. 265 pp.

Gold mine of statistical data on teaching staff in OECD countries' higher education systems. Topics discussed include changing student/faculty ratios, structural changes in the teaching staff, composition of the teaching staff, and criteria for recruitment and promotion.

358. Organization for Economic Cooperation and Development. Recurrent Education: A Strategy for Lifelong Learning. Paris: Organization for Economic Cooperation and Development, 1973. 99 pp.

The purpose of this report of the Center for Educational Research and Innovation is to formulate policy recommendations related to recurrent education. The following problems are discussed: the consequences of the continuing expansion of education in the 1970s for the structures of educational systems; the uses of recurrent education as a means of further encouraging the growth of educational systems; the relationship of recurrent education to the job market; the problems raised by the establishment of études alternées; and the implications of a recurrent education policy for university systems. The report stresses that a recurrent education policy should be closely coordinated with the elaboration of social and employment policies.

359. Organization for Economic Cooperation and Development. Reviews of National Policies for Education. Paris: Organization for Economic Cooperation and Development. Norway, 1976, 222 pp; Educational Development Strategy in England and Wales, 1975, 64 pp; United States, 1971, 434 pp; Italy, 1969, 280 pp; Sweden, 1964, 70 pp; Germany, 1973, 152 pp; Japan, 1971, 186 pp; Netherlands, 1970, 74 pp; France, 1971, 166 pp.

This series provides a comprehensive overview of national policies of education in their changing social and economic settings. Volumes generally examine the impact of social and economic change on the structures and organization of educational systems and stress the need to develop new and more systematic educational policies in order to achieve equal opportunities for all.

360. Organization for Economic Cooperation and Development. Short-Cycle Higher Education. Paris: Organization for Economic Cooperation and Development, 1974. 453 pp.

An OECD report underlining the importance of short-cycle higher education in the nonuniversity sector. The report is divided into three sections: the first part examines the problems raised by the planning and reform of short-cycle higher education and its relationship to university systems. Part two provides an overview of national experiences with short-cycle higher education (the distrikthogskolene in Norway, the community junior colleges in the United States, the University Institutes of Technology in France, etc.) with particular attention to the status and role of the faculty, the structure and contents of studies, the employment of graduates and the functions of these institutions. The concluding section of the work presents the recommendations of an international meeting on short-cycle education organized by the OECD in Grenoble, France, in November 1971.

361. Organization for Ecomomic Cooperation and Development. Social Objectives in Educational Planning. Paris: Organization for Economic Cooperation and Development, 1967. 309 pp.

The papers presented at a conference dealing with the democratization of education as the major social objective of educational planning. The contributors focus on the performance of educational systems, the effects of policies, and research required. Their emphasis is on educational opportunity and social differentiation below the level of higher education, although a few papers examine university entry patterns.

362. Organization for Economic Cooperation and Development. Social Sciences Policy: France. Organization for Economic Cooperation and Development, 1975. 304 pp.

A rather critical evaluation of contemporary French social research by a group of OECD examiners who believe that the major obstacles to the development of French social science policy are problems of methods and structures rather than of money and ends pursued. One chapter deals with higher education and research and stresses that the university system still "remains far too constrictive and centralized, bridled by the traditions of competitive examinations or of promotions decided at the national level, by the national definition of diplomas, and by financial constraints...." Among other structural reforms, the report recommends the gradual integration of the EPHE (6th section) into the university system, and its conversion into a social science university.

363. Organization for Economic Cooperation and Development. Structure of Studies and Place of Research in Mass Higher Education. Paris: Organization for Economic Cooperation and Development, 1974. 144 pp.

Papers on the structure and place of research in mass higher education, prepared in view of the 1973 OECD Conference on Future Structures of Post-Secondary Education. Neil Smelser discusses the place and role of basic research in the future structures of postsecondary education. Peter Weingart examines the integration of learning and research in mass higher education, and Barbara Burn evaluates the American credit system. References are made to structural developments in Denmark, France, England, and Norway.

364. Organization for Economic Cooperation and Development. Towards Mass Higher Education. Issues and Dilemmas. Paris: Organization for Economic Cooperation and Development, 1974. 226 pp.

Four background studies related to some of the themes dealt with by the 1973 OECD Conference on Future Structures of Post-Secondary Education. Topics discussed include 1) quantitative trends in postsecondary education, by Jean-Pierre Pellegrin; 2) admissions policies, by Pellegrin; 3) new relations between postsecondary education and employment, by Eric Esnault and Jean Le Pas; and 4) the cost and financing of postsecondary education by Oran Magnusen.

365. Organization for Economic Cooperation and Development. Towards New Structures of Post-Secondary Education. Paris: Organization for Economic Cooperation and Development, 1971. 88 pp.

This important report of the OECD Secretariat sketches "the problems which most OECD member countries have to face as they approach the threshold of mass higher education." The major point raised is that most industrial countries are in a transitional stage of development between elitist and mass higher education in which the pressure of number is undermining the operation and functions of the old structures, thereby requiring the establishment of new ones not yet developed. The report singles out five critical policy areas calling for major changes: the relation between secondary and postsecondary education; the institutional aspects of mass higher education; curriculum reform; and the relationship between higher education, society, and employment. The expansion of short-cycle education is also discussed, with particular emphasis on the difficulty of integrating short-cycle institutions into higher educational systems as equals to the universities.

366. Organization for Economic Cooperation and Development. Training, Recruitment, and Utilization of Teachers in Primary and Secondary Education. Paris: Organization for Economic Cooperation and Development, 1971. 471 pp.

Qualitative and quantitative study of the linkages between training, recruitment, and the utilization of teachers in OECD countries. Provides useful insights into the university's role in teacher recruitment.

367. Organization for Economic Cooperation and Development/Centre for Educational Research and Innovation. Interdisciplinarity: Problems of Teaching and Research in Universities. Paris: Organization for Economic Cooperation and Development, 1972. 321 pp.

An outgrowth of a conference on interdisciplinarity in the universities held in Nice in 1970. The volume is organized around three themes: 1) a classification of degrees and types of interdisciplinarity, based on a narrow sample of programs and courses in fifteen institutions; 2) the rationale behind interdisciplinarity (i.e., the need for multiple perspectives to study complex socio-economic problems and the growing linkages between the sciences; and 3) practical problems of implementation, including issues of structures, curricula, and training.

368. Organization for Economic Cooperation and Development/Centre for Educational Research and Innovation. Planning University Development. Paris: Organization for Economic Cooperation and Development, 1972. 136 pp.

Comprehensive assessment of the problems raised by the elaboration and implementation of major development plans at the University of Lancaster, with particular attention to teaching loads, staff requirments, admissions policies, and expenditures within departments.

369. Oxtoby, Robert, "Educational and Vocational Objectives of Polytechnic Students," Universities Quarterly, Vol. 26, No. 1 (Winter 1971), pp. 84-95.

A survey of polytechnic students in Great Britain showing that "compared with university students, greater proportions of science and technology students at polytechnics are likely to have attended non-selective secondary schools, to have entered higher education after a number of years at work, and to have come from working class rather than middle class homes. But these differences are probably not reflected clearly in differences in students' educational and vocational objectives."

370. Pace, C. Robert. The Demise of Diversity? A Comparative Profile of Eight Types of Institutions. Berkeley, Calif.: Carnegie Foundation for the Advancement of Teaching, 1974. v, 131 pp.

A technical report sponsored by the Carnegie Commission on Higher Education, presenting data about eight different types of institutions, their environment, programs, aspects of campus life, the benefits their alumni and students attribute to the college experience, and the present activities of their graduates and upper classmen. The author concludes that higher education in America is perhaps moving toward greater conformity. He attributes this change to the following factors: "As higher education has developed in this country, particularly over the last twenty years, the proportion of students who have a full and rich campus experience has gradually been reduced. It has been reduced by the growth of junior colleges, by the increase in the number of part-time students, by the emphasis on vocational training, and by attendance at the large state institutions where in many cases students can live at home and thereby reduce the expense of college attendance. The consequence of this trend is that fewer students attain benefits related to personal and social development, to liberal interests and attitudes, and to involvement in civic and cultural affairs."

371. Parker, Allen, and S. G. Raybould, eds. University Studies for Adults. London: Michael Joseph, 1972. 250 pp.

A review of the educational provisions made by British universities for part-time adult students, by two senior staff members of the departments of adult education at the Universities of Leeds and Birmingham. They show that the general absence of a detailed curriculum has allowed for a great degree of experimentation and the experience gained (particularly in relation to inter-disciplinarity and other educational innovations such as experience-related subjects of studies) may lend itself to application in intramural university teaching.

-- Parsons, Talcott, and Gerald M. Platt. The American University. Cambridge, Mass.: Harvard University Press, 1973. xi, 463 pp.

For full annotation, see entry No. 62.

372. Perkin, Harold, "Adaptation to Change by British Universities," Universities Quarterly, Vol. 28, No. 4 (Autumn 1974), pp. 389-403.

After developing an ideal type of university system adapting to change in society, Perkin argues that British universities have been able to meet the demands of a larger and more diversified audience and to provide broader

education better fitted to the needs of a complex, postindustrial society. He also states that British universities have been successful in developing research into urgent social problems and rendering better service to their local communities.

373. Perkin, Harold, "Mass Higher Education and the Elitist Tradition: The English Experience," Western European Education, Vol. 8, No. 1-2 (Spring-Summer 1976), pp. 11-35.

HP believes that mass higher education can be achieved in Great Britain without sacrificing either quality or equality of opportunity. He argues that "the framework for such a system already exists in the hierarchy of universities, polytechnics, area technical colleges, and so instead of emphasizing their apartness, as in the present binary policy, we should increase the links between them. It should become possible for any student entering at any age through any college and by any mode of study, full time or part time, to reach any level of achievement of which he is capable."

-- Perkins, James A., ed. Higher Education: From Autonomy to Systems. New York: International Council for Educational Development, 1972. vi, 296 pp.

For full annotation, see entry No. 632.

374. Perry, Walter. The Open University: History and Evaluation of a Dynamic Innovation in Higher Education. San Francisco: Jossey-Bass, 1977. xvi, 298 pp.

A detailed inside account of the most interesting of contemporary British experiments in higher education, by the Open University's vice-chancellor. WP considers the politics and finances of the foundation, the creation of courses, the types of students, and the peculiar problems of administering such an original undertaking. He then looks ahead toward developments he hopes to see, including further research and postgraduate work, a continued and improved relationship with broadcasting as represented by the BBC, the sale of developing materials and know-how to the many new or potential open universities abroad, and the possiblity of significant contributions to continuing education.

375. Philibert, Michel, "Incidences de la Masse Croissante des Connaisances sur les Structures de l'Université et sur les Programmes d'Etudes," in Mission Permanente et Taches Nouvelles de l'Université. Compte Rendu de la Deuxième Conférence Triennale de l'Association des Universités Entièrement ou Partiellement de Langue Française (AUPELF). Liège du 18 au 26 Avril 1966, pp. 63-83.

MP argues that the growing body of knowledge in modern societies calls for pedagogical changes and structural reform in the exceedingly centralized and fragmented French university system. The author asks for the abolition of the facultés and the granting of more autonomy to the universities.

376. Poignant, Raymond. Education in the Industrialized Countries. The Hague: Nijhoff, 1973. xi, 324 pp.

Straightforward description of patterns of expansion and structural development in the educational systems of the EEC countries, the United States, the Soviet Union, and Japan up to the beginning of the seventies. Most valuable

for its well-compiled collection of tables documenting quantitative educational trends in the fifties and sixties.

377. Porter, J., "Post-industrialism, post-nationalism and post-secondary education," Canadian Public Administration, Vol. 14, No. 1 (Spring 1971), pp. 32-50.

"The social changes now taking place in Western countries consist mainly in the transition from the industrial to the post-industrial society, and in the growing interpenetration of societies and institutions on all levels. Canada's needs in post-secondary education must be considered in the light of these changes. It is urgent to plan a national system of post-secondary education, and because of the nationwide importance of higher learning, there is an obligation for the Canadian federal government to take initiatives in this field."

378. Powell, John L. Selection for University in Scotland. London: University of London Press, 1973. 100 pp.

A methodologically sophisticated longitudinal study seeking to determine the best set of indicators predicting success at the university level. Drawing on a survey of Scottish pupils who entered the university between 1962 and 1965, JLP concludes that the Scottish Certificate of Education is the best measure of achievement.

-- Pratt, John, and Tyrrell Burgess. Polytechnics. A Report. London: Pitman, 1974. 250 pp.

For full annotation, see entry No. 64.

379. Price, Don K. The Scientific Estate. Cambridge, Mass.: The Belknap Press of Harvard University Press, 1965. xi, 323 pp.

Superb work dealing with the distribution of power in American government. Power is now parcelled out to four estates: the scientific, the professional, the administrative, and the political. They handle "four broad functions in government and public affairs" but the "are by no means sharply distinguished from one another." An excellent overview of science and knowledge as a source of power and a function of government in modern societies.

380. Proctor, Mortimer R. The English University Novel. Berkeley: University of California Press, 1957. ix, 228 pp.

A study of the novel of English university life, which began early in the nineteenth century, flourished in the era of Mr. Verdant Green and Tom Brown at Oxford, reached intellectual maturity in the twentieth century as it dealt with philosophical questions about university education, and continues to the present in the works of C. P. Snow, Kingsley Amis, etc. Proctor analyzes the relation of the novel to both the reality of university life and the trends of public opinion, from the days of unreformed Oxbridge to the 1950s.

381. Pross, Helge. Über die Bildungschancen von Mädchen in der Bundesrepublik. Frankfurt/Main: Suhrkamp, 1969. 110 pp.

This small book presents basic information on the educational opportunities of girls in the FRG (for a more extensive and recent presentation focused particularly in higher education, see Hervé, 1973). HP underlines that the proportion of females who reach educational levels beyond the minimum required

has been climbing for years. Yet girls, especially those of lower social background, are still disadvantaged relative to boys, above all due to basic societal attitudes which alter very slowly, if at all. Includes a chapter on the German Democratic Republic, which offers more extensive opportunities for females.

382. Quarter, Jack. The Student Movement of the 60's. Toronto: Ontario Institute for Studies in Education, 1972. 138 pp.

An often insightful and valuable contribution to the analysis of student protest movements, with particular emphasis on the United States and Canada. Develops a model of student activism linking individual characteristics to responsivity to political ideas. Part of the discussion is based on field study in the University of Toronto.

383. Quetsch, Cäcilie. Die zahlenmässige Entwicklung des Hochschulbesuchs in den letzten fünfzig Jahren. Berlin: Springer, 1960. 56 pp.

A straightforward presentation of student enrollment data in Germany, subdivided chiefly by faculty and sex, for 1908-58. Some crossnational data are included. CQ predicts a continuing rise in German enrollments, although not to the degree that actually occurred.

384. Racine, P., "L'Ecole Nationale d'Administration et son Evolution," Revue Administrative (Paris), Vol. 152 (March-April 1973), pp. 131-41.

The creation of the ENA in 1945 allowed for the training of civil servants both competent and open. Due to the too rigid character of the students, though, reforms were made in 1958 which aimed at creating "polyvalent" civil servants. The reforms of 1971 sought to diversify recruitment from a triple point of view: intellectual, geographic, and social, They also sought to diversify career assignments and classification in order to adapt the ENA to current needs.

385. Rapport de la Commission d'Etudes des Problèmes de l'Ecole Nationale d'Administration. Paris: La Documentation Française, 1969. 104 pp.

Findings of a committee set up by the French government in the aftermath of the 1968 student revolt to examine the admission procedures of the National School of Administration, its internal organization, the training of students, and their administrative careers. The changes proposed fall short of the radical demands made by students in May and June 1968. They call essentially for minor adjustments in the examination system, a greater emphasis on technical subjects in the curriculum, special provisions for trainees recruited from the administration, and the establishment of passerelles between the Grands Corps. A considerable portion of the committee's work was overshadowed by the desirability to democratize the recruitment of the bureaucracy and adapt it to the needs of a modern industrial society. As such, this report provides a good overview of the problem of recruitment of French top civil servants as it relates to broader changes in French society and economy.

386. Rau, Johannes. Die neue Fernuniversität: Ihre Zielsetzung, ihr Aufbau und ihre geplante Arbeitsweise. Düsseldorf: Econ Verlag, 1974. 132 pp.

An account of the aims and structure of the new Distance University in Hagen by the minister of education of North Rhine-Westphalia. An appendix includes some basic documents. Stresses the low cost of the institution compared to

that of conventional universities and shows how it will release pressure on existing institutions by providing study facilities adapted to the needs and capacities of individual students.

387. Raupach, Hubert, and Bruno W. Reimann. Hochschulreform durch Neugründungen? Bonn-Bad Godesberg: Neue Gesellschaft, 1974. 504 pp.

Critical theoretical and empirical analysis of the new West German universities of Bochum, Regensburg, and Bielefeld, which actually turns into a discussion of the determining factors of university reform in the 1960s and a description of the stages through which it was formulated. The first part of the book develops a systems structure based on concepts such as institutionalization, controllability, "transparency" of organization, participation, autonomy, and self-government. The empirical section of the volume relates the creation of the universities, explores the implications of innovations for traditional university structures, and highlights the difficulties encountered during this process of change.

388. "The Reorganization of Higher Education in Sweden," Minerva, Vol. 12, No. 1 (January 1974), pp. 83-114.

Abridged translation of the summary of the proposals submitted to the Education Minister in March 1973 by the 1968 Educational Commission.

389. Rice, Lois, "Access and Equity," in Barbara B. Burn, ed., Access Systems. Youth and Employment. New York: International Council for Educational Development, 1977, pp. 23-30.

Account of federal public policy efforts to remedy persisting inequalities in American higher education.

390. Riesman, David, "The Future of Diversity in a Time of Retrenchment," Higher Education, Vol. 4 (1975), pp. 461-82.

Explanation of the reasons for the relative decline of private institutions of higher education in the United States in recent years and a discussion of various measures (especially the creation of an Educational Opportunity Bank) intended to preserve the quality and diversity of American higher education.

391. Riesman, David, Joseph Gusfield, and Zelda Gamson. Academic Values and Mass Education. The Early Years of Oakland and Monteith. Garden City, New York: Doubleday and Company, 1970. xvii, 332 pp.

History of two nonresident colleges set up in 1959 by Michigan State and Wayne State universities. This conservative chronicle is intended to "see how such institutions developed in response to the vision of their founders, to the outlook and talents of their faculty and administrators, to the values and capacities of the students who were attracted, sifted, or fenced off, and to the local communities in which they were located." Actually, the volume provides background material for an in-depth discussion of the conflicts and dilemmas generated by the need for universities to respond to the rise of universal higher education in the United States. The authors express doubt about the ability of the university to support its research and graduate training functions simultaneously with its new social functions at a time when public and private sources become increasingly restive and ungenerous. They also highlight the faculty's ambivalence toward the curriculum demands made by new constituencies of students and stress that "all educational change must

be incremental and must take full account of the local terrain."

-- Riesman, David, and Verne A. Stadtman, eds. Academic Transformation: Seventeen Institutions Under Pressure. New York: McGraw-Hill, 1973. 489 pp.

For full annotation, see entry No. 642.

392. Ringer, Fritz K. Education and Society in Modern Europe. Bloomington, Indiana: Indiana University Press, forthcoming.

An important study of secondary school and university enrollments and social stratification in Germany and France (with secondary consideration of England and the United States) from about 1800 to 1960. Includes extensive statistical appendices.

393. Ringer, Fritz K., "Problems in the History of Higher Education: A Review Article," Comparative Studies in Society and History, Vol. 19 (April 1977), pp. 239-55.

An important review of The University in Society, edited by Lawrence Stone (1974). with particular attention to Stone's introduction and his essay on Oxford enrollments from 1850 to 1910. Followed by a two-page "Comment" by Stone and an even briefer "Counter-Comment" by FKR. Argues that Stone's approach to the possible relationships between universities and their social environment is unsystematic and too often implicit--his "distrust of theory impairs" his analysis. Sometimes this encourages seemingly erroneous treatment of specific data, as for example when Stone interprets 1870-91 figures on students' occupational background to fit with his underlying assumption of a "linear relationship between industrialization, the rise of the entrepreneurial bourgeoisie, and the growth of higher education" (FKR). More broadly, Stone propounds what to FKR are "unhistorical generalities," such as his assertion that "most universities have always tried"(emphasis added) both to educate "cultivated gentlemen" and to train expert specialists. The decline in university enrollments after their seventeenth century peaks indeed represented "a vast seismic shift" (Stone), and as such, asserts FKR, deserves more precise and systematic comparative analysis than Stone and his collaborators give it.

394. Rippere, Victoria L., "On the 'Validity' of University Examinations: Some Comments on the Language of the Debate," Universities Quarterly, Vol. 28, No. 2 (Spring 1974), pp. 209-18.

Critical examination of three assumptions made by those who object to the "validity" of university examinations in Britain. These assumptions are that "validity is a single, unitary quality...; that the nature of this quality is a matter of such common agreement or so self-evident that terms need not be defined; [and] that this quality may be said either to inhere in or to be absent from a given examination (or examination system)."

395. Robinson, Eric. The New Polytechnics. Middlesex: Penguin, 1968. 256 pp.

Contends that the future pattern of higher education in Great Britain can be set in the development of polytechnics as comprehensive people's universities. Deals with the binary controversy--universities and the other postsecondary institutions. Makes a threefold distinction of study with a purpose: vocational, liberal, and academic education. Authority and responsibility

for the development of the polytechnics is shared by national government, local government, and colleges themselves. Calls for examination of what each sector can and ought to be doing and supports a strengthening of the polytechnics in the coming comprehensive reform of education beyond school.

-- Ross, Murray. The University. The Anatomy of Academe. New York: McGraw-Hill, 1976. xii, 310 pp.

For full annotation, see entry No. 645.

396. Rossi, Alice S., and Ann Calderwood. Academic Women on the Move. New York: Russell Sage Foundation, 1973. 560 pp.

Useful overviews of the sociological research literature on various aspects of women in higher education. The twenty-one chapters are written by "pioneers in the revolt of academic women." The opening chapter in Part I of the volume interprets the situation of women in academe in the context of the women's movement as a whole. The rest of Part I focuses on the material condition of women in the profession and the development of women's academic careers. Part II provides empirical data about women's status in American universities. The last part describes current efforts to change the status of academic women.

397. Rossmann, Jack E., Helen S. Astin, Alexander W. Astin, and Elaine H. El-Khawas. Open Admissions at the City University of New York: An Analysis of the First Year. Englewood Cliffs, New Jersey: Prentice-Hall, 1975. xvii, 265 pp.

Able treatment of the critical issues raised by the concept of open admissions in higher education, the curriculum and programs developed by the City University of New York to meet the challenge of open admissions, and the first-year impact on students of the 1974 freshman class at one of CUNY's fifteen units. The discussion is based on data collected in 1970 and follow-up data collected a year later. The authors present a demographic profile of the 1970 freshmen; move to an analysis of students' pre- and post-achievement test scores, first year grades, persistence, and credits received; describe degree aspirations and attitudes toward open admissions; and seek to determine the extent to which college remedial services influence student outcomes. They caution that their findings still "require more time to assess and evaluate" the impact and success of open enrollment. But they stress that the results of the experiment in its first year are on the whole satisfactory, in spite of wide variability among the various campuses. "Most students...expressed satisfaction with various aspects of their first year experience. Moreover, the retention rates of CUNY's colleges were close to those of similar types of institutions across the nation. High school grades and achievement test scores did not disappear as predictors of success among CUNY students. Indeed, both these variables continued to have important relationships to outcomes related to academic progress, such as grades and credits earned.

398. Roszak, Theodore. The Making of a Counter Culture. Reflections on the Technocratic Society and Its Youthful Opposition. Garden City, New York: Doubleday, 1968. xiv, 303 pp.

Young radicals in Europe and North America (and in particular university students) are a product of technocracy, i.e., a "social form in which an industrial society reaches the peak of its organizational integration....

[Technocracy] is the ideal men have usually in mind when they speak of modernizing, updating, rationalizing, planning. Drawing upon such unquestionable imperatives as the demand for efficiency, for social security, for large scale co-ordination of men and resources, for ever higher levels of affluence and ever more impressive manifestations of collective human power, the technocracy works to knit together the anachronistic gaps and fissures of the industrial society....The scale and intricacy of all human activities--political, economic, cultural--transcends the competence of the amateurish citizen and inexorably demands the attention of specially trained experts."

399. Rothblatt, Sheldon. The Revolution of the Dons. Cambridge and Society in Victorian England. New York: Basic Books, 1968. 319 pp.

Perceptive analysis documenting how Cambridge managed to preserve traditional clerical values without losing its influence in the increasingly middle-class and industrial society of Victorian England. The volume raises probing questions of theory about the relationship between higher education and social change and the social functions of institutions of higher learning in an industrial world. The author criticizes the degree to which "disagreement between society and its institutions is regarded, implicitly or explicitly, as a situation which society cannot . . . tolerate. Inherent [in such an approach] ...is a dislike of plural elements, of strains and counter-strains, of the curious rivalries and unresolved tensions so common to history that make absolute social unity difficult. In a plural society, however, or one in the process of pluralization, it is entirely possible that the university and society will be in subtle and complex states of disagreement as well as agreement with one another, that the direction of university change may not be completely obvious, that surprises will occur. It is entirely possible that disagreement and agreement together constitute the peculiar quality of the modern university." And SR stresses, "a traditional institution like Cambridge, under public but not authoritarian pressure, may draw upon its own history, heritage and ideals to interpret the demands upon it in unique and unexpected ways."

400. Roueche, John E., and R. Wade Kirk. Catching Up: Remedial Education. San Francisco: Jossey-Bass, 1973. xiii, 106 pp.

Focuses on selected community colleges in the United States which have pioneered in the development of programs addressed to "high risk" and "non-conventional" students. Shows that these new programs (flexible scheduling, removal of time constraints, nonpunitive grading, student tutors, peer counselling, positive reinforcement, etc.) have been generally successful in improving academic performance.

401. Roux, Bernard. La Formation Permanente, Recyclage, Promotion, Reconversion, Culture, Perfectionnement, Education Sociale et Politique. Paris: Editions du Centurion, 1969. 192 pp.

Sharp criticism of the shortcomings of adult and recurrent training in France stressing the lack of public policy and the obsolescence of existing structures. BR presents a number of proposals for change within the framework of dynamic and imaginative policies of recurrent education.

402. Rubinstein, D., and C. Stoneman. Education for Democracy. London: Penguin Books, Harmondsworth, 1972. 234 pp. (Second edition)

First published in 1970, this work highlights the imperfections of existing education in Britain and calls for alterations to its social class base. The editors believe that "education and politics are inextricably linked. We cannot have a truly democratic society without a democratic education system, and the converse is also true." The authors argue in favor of positive discrimination for underprivileged children, a wider recruitment to some form of higher education, the abolition of streaming and rigid selection, and less emphasis on formal examinations.

403. Rudolph, Frederick. The American College and University: A History. New York: Knopf, 1962. xi, 516 pp.

An effort to analyze the trends and crosscurrents which have influenced the development of American higher education, with particular emphasis on the evolution of American political and social thought, the colonial experience, the Revolution, the frontier movement, Jacksonian democracy, the rise of science and industry, the progressive movement, the world wars, and the great depression.

404. Saenger-Ceha, M. T. Psychological and Social Factors in Student Drop-Out. Amsterdam: Swets and Zeitlanger, 1972. 107 pp.

An effort to identify the factors contributing to student drop-out at Groningen University in the Netherlands in the year 1966-67, drawing on the literature on the subject, interviews with members of the student council, and interviews with other students who remained at the university or dropped out. The author concludes that student counselling services are underutilized.

405. Saint-Martin, Monique de. Les Fonctions Sociales de l'Enseignement Scientifique. Paris: Mouton, 1971. 258 pp.

Undertaken under the auspices of Bourdieu's Centre de Sociologie Européenne, this work focuses on the social determinants of an academic career and the scholarly and social value of diplomas. MDSM stresses that the lack of structural unity and efficiency of French scientific studies is a major obstacle to their democratization.

406. Sampson, Anthony. Anatomy of Britain Today. London: Hodder and Stoughton, 1965. xvi, 720 pp.

Highly readable overview of British society and polity, with thoughtful and informative chapters on educational problems. The volume demonstrates that British society as a whole has failed to modernize and adapt itself to the requirements of a technological civilization.

407. Sartori, Giovanni, "The Italian University System," in Paul Seabury, ed., Universities in the Western World. New York: The Free Press, 1975, pp. 246-56.

A brief, insightful, and somber assessment of the state of Italian universities in the mid-1970s. According to Sartori, Italian universities are "territory for conquest." The 1969 and 1973 reforms (the Codignola and Malfatti bills) came too late and were counterproductive and tension-producing. Most important, both "minireforms" left untouched the faculty chair system, which remains the critical structural problem of Italian universities.

408. Sauvy, Alfred, et al. Access to Education: New Possibilities. The Hague: Nijhoff, 1973. 157 pp.

Primarily concerned with inequality of educational opportunity, this slim volume argues that little progress has been made to erase "continued social inequalities" in Western countries.

409. Schmidt, Helmut, et al. Politische Sozialisation von Studenten. Stuttgart: F. Enke, 1974. viii, 166 pp.

A collective work dealing with university students in Hamburg between 1966 and 1969. The contributors argue that a distinction should be made between political interests and political involvement, underline a variety of social prejudices against women's political activities, and show that dormitory life and contacts with the media reinforce the specificity of students' political socialization.

410. Schonfeld, William R. Obedience and Revolt: French Behavior toward Authority. Beverly Hills, Calif.: Sage, 1976. 256 pp.

On the basis of empirical studies conducted in secondary schools and the elite National School of Administration (ENA), the author develops a model explaining and describing "subordinate behavior toward authority." The author argues that the ENA reproduces patterns of authority interactions acquired earlier in lower levels of the educational system. "Students seem to learn a pattern of behavior toward authority and a method for determining what is expected of them which fit perfectly with the bureaucratic roles they will be called upon to play. To be more concrete, without either face to face directives or extensive written instruction, subordinates follow a rather rigidly defined pattern of behavior which seeks to conform with their hierarchical superiors' (unexpressed) expectations...largely through observation of how others behave and overt solicitations of advice, the young [ENA] students seek to divine what is expected of them, and then act accordingly.

411. Schulz, Gerhard, ed. Was wird aus der Universität? Standpunkte zer Hochschultreform Tübingen: R. Wunderlich, 1969. 272 pp.

A series of papers presented at various conferences in 1968 on university problems in Germany. The contributors discuss (often in contradictory terms) the linkages between secondary and higher education, the tensions between specialization and general education, and the motivations of students in their selection of major fields of concentration. On the whole, these articles draw attention to the necessity of significant changes in the German university.

412. Schwartz, Bertrand. Permanent Education. The Hague: Nijhoff, 1974. xxii, 247 pp.

Optimistic and largely prescriptive statement derived from the "de-schooling" perspective. BS perceives education as a lifelong continuous process based on a pedagogy giving primacy to the individual's own desire to learn. Presents case studies of recent experiments foreshadowing the general scheme developed in the volume.

413. Scott, Peter. Strategies for Post-Secondary Education. New York: John Wiley, 1975. 161 pp.

An examination of the inequalities of postsecondary education. The book deals mainly with American community colleges but one chapter explores the British and French situation. PS argues that the traditional concept of higher education, with its emphasis on the college sector, should be altered in light of recent social and economic changes and be superseded by the broader conception of postsecondary education including institutions such as the community college and the British polytechnics. From this vantage point, it is possible to develop an alternative strategy which is more relevant to the needs of a growing number of students and to those of the community at large. PS calls for the expansion of the noncollegiate sector and further education in order to enlarge the scope of educational opportunity and make better use of limited resources.

414. Sellin, Burkhart. Bildungsreform und Integrationspolitik. Paris: Institute of Education. European Cultural Foundation, 1975. 34 pp.

A comparative study of current educational reform in Germany, Britain, and Sweden, with particular emphasis on the conditions of and problems arising from the integration of all forms of higher education.

415. Silver, Catherine B., "Salon, Foyer, Bureau: Women and the Professions in France," American Journal of Sociology, Vol. 78 (January 1973), pp. 836-51.

French women have wider access to higher education and the professions than do their counterparts in other industrial Western societies. Their status, however, is "very far indeed from the 'equality' proclaimed in the [French] Republic's motto." This situation is explained in terms of "complex interactions among economy, policy, and culture defining 'women's place' in society." The author stresses the tension between abstract commitments to equality and the pervasive influence of "familistic traditions."

416. Simon, Brian. A Student's View of the Universities. London: Longmans, Green & Co., 1943. 142 pp.

A survey of the contemporary and potential development of the universities originally undertaken at the request of the National Union of Students by a past president who has since become one of the most distinguished historians of British education. He found British higher education to be class-oriented and essentially out of touch with the reality and the needs of society. Universities closely linked with a new, postwar society, envisioned as being socially as well as politically democratic, are needed; this implies broadened recruitment, a renovated curriculum, and a new ideal of social unity. As in most of the British literature of this period, the need for a general, liberal education which takes cognizance of the social significance of one's specialty is emphasized.

417. Simpson, J. A. Today and Tomorrow in European Adult Education. Strasbourg: Council of Europe, 1972. 223 pp.

A report of the Council for Cultural Cooperation of the Council of Europe on adult education in Europe. Stresses the reluctance of national governments to support what they perceive as an essentially individual-oriented form of education. But the combined pressures of industrialization and urbanization, the increased awareness of the need to improve the quality of life and abolish old and new sources of social inequalities, and the desirability of preparing people for new skills and improving their job mobility all point to a gradual change in governmental adult education policies.

-- Smelser, Neil J., and Gabriel Almond, eds. Public Higher Education in California. Berkeley: University of California Press, 1974. viii, 312 pp.

For full annotation, see entry No. 658.

418. Smith, G. Kerry, ed. Stress and Campus Response. San Francisco: Jossey-Bass, 1968. xviii, 297 pp.

Twenty-five original essays describing the sources of stress that affected the operation of American colleges and universities in the mid-sixties. The book is divided into five sections. The first four essays in Part One focus on the "incredible inadequacy of the American college/university for providing meaningful leadership in a society" in crisis. Part Two is devoted to student problems and patterns of student unrest. Part Three moves to a discussion of the faculty's role in university governance. Part Four deals with questions of organization and curricula. The final section seeks to determine whether planned reform is "really possible." Mayhew, the author of a piece in this section, "hovers between faith and despair," and Congresswoman Green states that national priorities need to be reversed. Representative of the mood of disarray and uncertainty about the place of the university in American society which was dominant in the decade of the sixties in academic circles.

-- Smithers, Alan G. Sandwich Courses: An Integrated Education? Windsor: NFER Publishing, 1976. 180 pp.

For full annotation, see entry No. 768.

419. Sommerkorn, Ingrid. On the Position of Women in the University Teaching Profession in England. Unpublished Ph.D. dissertation, University of London, 1966. 284 pp.

Drawing on intensive interviews and relevant statistical information, this dissertation describes the career patterns, family, education, occupational backgrounds, and attitudes of one hundred women teaching full-time at seven selected universities.

420. Sorensen, Hage B., "Equality of Educational Opportunity in an Expanding Educational System," Acta Sociologica, Vol. 14, No. 3 (Summer 1971), pp. 151-61.

Relying on data on Denmark's gymnasium population of 1957 and 1962, the author shows that increased enrollments in higher education have not been accompanied by a decline of social inequalities.

421. Stanworth, Philip, and Anthony Giddens, eds. Elites and Power in British Society. Cambridge: Cambridge University Press, 1974. xiii, 261 pp.

A collection of essays discussing the upper strata of British society and presenting useful data and information about political, administrative, and economic elites and the role of universities in elite formation.

422. Stephens, Michael D., and Gordon W. Roderick, eds. Universities for a Changing World--the Role of the University in the Late Twentieth Century. London: David and Charles, 1975. 221 pp.

Concerned primarily with the future of the universities at a time when they are facing mounting, conflicting pressures. The essays on the universities in Australia, the Carribean area, China, West Germany, India, Japan, Latin America, South Africa, the Soviet Union, the United Kingdom, and the United States stress the conflicts between modern knowledge and the needs of the state and the traditional emphasis on teaching of high culture.

423. Stone, Lawrence, ed. The University in Society. Vol. I: Oxford and Cambridge from the 14th to the Early 19th Century. Vol. II: Europe, Scotland and the United States from the 16th to the 20th Century. Princeton: Princeton University Press, 1974. ix, 642 pp. (continuous)

This seminal collection of essays on the development of higher education is the product of a seminar held at Princeton in 1969-71. The contributors investigate the relationship between formal education and other social processes. The first volume is devoted to Oxford and Cambridge and deals with the size and composition of the student body (Stone), patronage and privilege in the colleges (Lytle and McConica), collegiate regionalism (Morgan), student subcultures (Rothblatt), and the faculty (Engel). The second volume focuses on subjects ranging from the purposes and functions of higher education to student life and faculty views of scholarship and research in Spain (Kagan), Scotland (Phillipson), Germany (Turner and Jarausch), and the United States (McLachlan, Church, and McPherson). The central idea behind these studies is that the response of the university to its societal environment has been neither simple nor immediate. As LS puts it: "The university has not been a Parsonian functionalist institution responding slavishly to social needs. Nor has it been a Marxist superstructure, automatically providing the ideological props for the group which currently controls the means of production. Nor is it helpful to apply Max Weber's division of functions between the training of a cultivated gentleman and the training of a specialized expert, since most universities have always tried to do both at the same time." The project's most important thrust lies in the meticulous collection and presentation of data relating to student enrollments over centuries, especially for Oxford (Stone) and Spain (Kagan). There and in Europe generally, student numbers generally peaked during the 1600s and declined afterwards; real growth did not occur again until after 1860. Thus, as LS writes, "we can now dimly see the shape of a vast seismic shift in west European cultural arrangements over the last four centuries." For a critical review, see Ringer (1977).

424. Styler, W. E., "Post Experience and the British Universities," Convergence, Vol. 7, No. 1 (1974), pp. 23-38.

British universities have a longer commitment to adult education than those in most other industrial nations. Special departments have administered "extra mural" programs with nonvocational courses not leading to examinations or awards. This essay underlines the inadequacy of this traditional approach against the background of current realities.

425. Suleiman, Ezra. Politics, Power and Bureaucracy in France. The Administrative Elite. Princeton: Princeton University Press, 1974. xviii, 440 pp.

This outstanding study of the origins, beliefs, and behavior of France's high civil servants and their relationship with the political system includes a chapter on the educational background of French bureaucratic elites. ES develops and updates Girard's findings and shows that the recruitment of French high-ranking administrators remains undemocratic because of the nature of the educational system. As the author points out, "The most important

function of the present educational system is its legitimation of elites: one who becomes a member of an elite as a result of specific academic qualifications is able to perform tasks and occupy positions for which he has little or no technical competence, but which fall to him as a result of his having gained the cachet conferred by the educational system. The system as it is presently constituted is far more concerned with conferring lifelong titles than with providing technical expertise."

426. Talbott, John E. The Politics of Educational Reform in France, 1918-1940. Princeton: Princeton University Press, 1969. x, 283 pp.

JET studies the efforts from 1918 to 1940 to democratize the educational system, particularly the secondary school system, and to reform the educational structure laid down in the seventeenth century by the Jesuits, in the nineteenth century by Napoleon the First, and by the Third Republic. The reforms of the French educational system in the 1960s have their origins in plans formulated in the period explored by JET. This book is particularly useful for understanding the ideological disputes raised by the question of access to higher education in the late 1960s and early 1970s.

427. Taylor, Harold. Students without Teachers. The Crisis in the University. New York: McGraw-Hill, 1969. xiv, 333 pp.

A description of the nature and history of the student movement against the background of the American university crisis, the relationship between mass culture and the philosophy of education prevalent in the United States. Students in the United States and abroad are portrayed as major agents of social change who should be given a chance for political, social, and cultural expression in university settings. Students have turned to radicalism and collective action because the university has failed to provide them with moral and intellectual leadership. The socializing function of the university is further underlined by the author's assertion that "the universities are the central pivot around which a modern post-industrial society turns, the central resource for the development of all the talents, skills, technologies, plans, ideas, and forms of knowledge which can give content and motive force to the progress of a mass society....What is less recognized is that the colleges and universities have within them a set of extraordinary resources for the transformation of human lives, and for the creation of new models of human community which can change the quality and character of life in that society."

428. Taylor, W. Policy and Planning for Post-Secondary Education: A European Overview. Strasbourg: 1970. 88 pp.

A background report for the seventh conference of European ministers of education held in Brussels in June 1971, covering important aspects of higher education in Europe including the social demand for education, equality of opportunity, the moral, political, and cultural objectives of higher education, the structure and institutions of postsecondary education, manpower needs, and the relationship of higher education with the state, the professions, and regional communities. WT concludes that postsecondary education is in a state of crisis created by the pressure of numbers and student militancy. These, in turn, are symptoms of more profound movements in society, especially the explosion of knowledge and of science-based innovation and the wider availability of postsecondary education to more and more people interested in continuing their education. This situation raises difficult issues of allocation of government funds.

429. Teichler, Ulrich, "Problems of West German Universities on the Way to Mass Higher Education," Western European Education, Vol. 8, No. 1-2 (Spring-Summer 1976), pp. 81-120.

Evaluation of the special problems which have developed in West Germany as a result of the advent of mass higher education, with particular attention to access to higher education, higher education and employment, teaching and curricula, and the organization of university decision-making. Concludes that "an attempt is being made...to preserve, under the conditions of mass higher education, several characteristics that developed under the circumstances of elite higher education."

430. Touraine, Alain. The May Movement: Revolt and Reform. New York: Random House, 1971. 373 pp.

The May revolt in France was a "thunderbolt announcing the struggles of the future" in advanced industrial societies. AT reverses the decline of ideology thesis and argues that in late stages of modernization, new types of class struggle develop, superseding to a large extent the traditional social antagonisms between workers and capitalists. The events of May meant that a new social stratum--university students trained for critical positions in a technocratic society in which knowledge has become a key factor of production--refuses de-humanization by technical and bureaucratized civilization.

431. Tournier, Michèle, "Women and Access to University in France and Germany (1861-1967)," Comparative Education, Vol. 9, No. 3 (October 1973), pp. 107-17.

A comparative analysis of the right of women to pursue university studies and to enjoy all the rights attached to the status of student over a hundred-year period since 1861, when a woman was first granted the baccalaureat. MT concludes that "economic and political circumstances have acted on the transformation of women only indirectly, that is through the evolution of attitudes."

432. Treiman, Donald J., and Kermit Teller, "The Process of Status Attainment in the United States and Great Britain," American Journal of Sociology, Vol. 81, No. 3 (November 1975), pp. 563-83.

Data on social mobility and status attainment in the U.S. and Great Britain suggest that the British stratification system is more rigid than the American system and that there is less intergenerational mobility in Great Britain. But in spite of significant differences in their educational systems, the role of educational attainment in occupational mobility is similar in the two countries.

433. Trow, Martin A., "The Democratization of Higher Education in America," European Journal of Sociology, Vol. 3, No. 2 (1962), pp. 231-62.

Excellent discussion of the causes and consequences of the rapid expansion of higher education in the United States, with special reference to California's tripartite system of universities, state colleges, and junior colleges.

434. Trow, Martin. The Expansion and Transformation of Higher Education. New York: General Learning Press, 1972. 18 pp.

Excellent overview of the structural strains created by the transition phase between mass and universal higher education, especially in the United States. MT focuses on the breakdown of academic consensus on the basic nature, functions,

and governance of higher education and sketches possible public policy responses to meet the needs of a broader range of students.

435. Trow, Martin, "The Implications of Low Growth for Higher Education," Higher Education, Vol. 5, No. 4 (1976), pp. 377-96.

"The implications of low growth rates for higher education in the United States are discussed. Though some individual institutions may face financial difficulties, the problems associated with lower growth rates are likely to be organizational and educational rather than economic. Typical and possible responses to problems created by the transition from fast to slow growth are analyzed, and the article ends with a discussion of important questions raised by the response to lower growth rates; the tendency towards more centralization has dangers for the diversity which is the best way of maintaining the flexibility needed to cope with an uncertain future."

436. Trow, Martin,"Reflections on the Transition from Mass to Universal Higher Education," Daedalus, Vol. 99 (Winter 1970), pp. 1-42.

Penetrating discussion of the strains engendered by the enormous expansion of American higher education both in the number and in the range of its activities, with particular emphasis on the university's changing functions, governance and internal management, curriculum, and graduate programs.

437. Trow, Martin, ed. Teachers and Students: Aspects of American Higher Education. Hightstown, N.J.: McGraw-Hill, 1975. xxiii, 419 pp.

This study was sponsored by the Carnegie Commission on Higher Education and comprises a collection of essays by the team that designed and administered the commission's national survey of faculty and student opinion from 1968 to 1972. The essays examine selected aspects of the material from the survey, with particular emphasis on the following: students and teachers, research activity among the faculty, scholarly productivity, black students, undergraduates in sociology, academic women, marriage and undergraduate education, and the impact of students on one another.

438. Tunstall, Jeremy, ed. The Open University Opens. London: Routledge and Kegan Paul, 1974. xx, 191 pp.

In essence, the Open University is an educational innovation which was intended to meet the rising educational costs of increased popular demand for higher education. In this new type of institution, students work largely in their homes, receive assignments and readings from a central headquarters, listen to specially prepared television and radio lectures on the BBC, attend tutorials at regional centers, return their assignments through the mail, and spend a few weeks in the summer on a campus of a regular British university. JT's book presents over thirty essays of uneven value assessing the first years of operation of this new type of institution, which Birnbaum (one of the contributors) describes as a "secularized version of socialism."

439. UNESCO and the International Association of Universities. The International Study of University Admissions. Access to Higher Education. Vol. I: Director's Report, by Frank Bowles; Vol. II: National Studies. Paris: UNESCO and IAU, 1965. 23 pp. and 648 pp.

Massive study of admissions policies and problems in twelve countries (Brazil, Chile, France, India, Japan, New Zealand, Senegal, the Republic of South

Africa, the Soviet Union, the UAR, the United Kingdom, and the United States). These papers represent the first known attempt to identify and investigate admissions problems in accordance with a standard framework applied to differing national structures and environments.

440. "L'Université Face à sa Réforme," Revue de l'Enseignement Supérieure, No. 4 (1966), 368 pp.

A summary of the debates and recommendations of the Caen Colloquium in 1966, at which improvement-minded professors and administrators sought to formulate a number of reform proposals. Most of their recommendations (the abolition of chaires and the facultés in particular) were included in the 1968 Orientation Act of Higher Education.

441. "The Universities," The Public Interest (special issue), No. 13 (Fall 1968), 197 pp.

Most of the articles focus on student protest, and sociological perspectives predominate. American cases include Berkeley (Nathan Glazer), black studies at San Francisco State (John H. Bunzel), Cornell (Nathan Tarcov), and Columbia (Daniel Bell, Roger Starr). Broader studies include a profile of activists by S. M. Lipset, and essay on the generation gap by Samuel Lubell, and a Parsonian-functionalist view of the academic system by Talcott Parsons himself, who attempts to "strike a proper balance between the need to integrate society and the university, and the need to insulate the academic community from some societal pressures. Crossing the Atlantic, William Letwin is horrified by the prospect that the English university will be made "more democratic and more practical" by the efforts of the reformist students (NUS and others), although it has hardly yielded to revolutionary protest. Michel Crozier fears that post-1968 France will relapse into "a closed society, with its traditional double standards of irresponsible radicalism and corporative complacency." Renate Mayntz retains greater equanimity, describing the goals and activities of West German radicals and reformers.

442. Usdan, Michael D., David W. Minar, and Emmanuel Hurwitz, Jr. Education and State Politics. The Developing Relationship between Elementary-Secondary and Higher Education. New York: Teachers College Press, Columbia University, 1968. 190 pp.

Interesting and well-argued comparative study of institutional articulation between elementary-secondary and higher education in California, Florida, Georgia, Illinois, Indiana, Massachusetts, Michigan, New Jersey, New York, Ohio, Pennsylvania, and Texas. This relationship is shown to be fraught with political tensions and conflicts and to receive little recognition from state policy-makers. The authors demand "a united, well coordinated interlevel effort to minimize...internal conflict and at the same time to insure [a] rightful share of scarce resources. Perhaps the heart of the relationship between elementary-secondary and higher education is the development of issues which force the problems of the two levels into a common framework of political consideration. Short of such a development, they are likely to go their separate ways, handled by state decision-makers piecemeal and in separate frames of reference."

-- Van de Graaff, John H. The Politics of German University Reform, 1810-1970. Unpublished dissertation, Columbia University, 1973. 393 pp.

For full annotation, see entry No. 73.

443. Van de Graaff, John H., "The Politics of Innovation in French Higher Education: The University Institutes of Technology," Higher Education, Vol. 5, No. 2 (1976), pp. 189-210.

An analysis of the origins, structures, functions, administration, and performance of the 1966 University Institutes of Technology in France. Their creation reflects an attempt on the part of French policy-makers to make the traditional university more responsive to new cohorts of postsecondary students and to the needs of the economy and society.

444. Vaudiaux, Jacques. La Formation Permanente, Enjeu Politique. Paris: Armand Colin, 1974. 239 pp.

A study of the political implications of the legislation on adult and professional education in France, stressing the conflicting functions assigned to recurrent training by the state, employers, and trade unions. JV shows that a recurrent education policy must be understood in the context of the adaptation of the educational system to the needs of society. Insofar as it puts into question the state monopoly over education, the current legislation should lead the government to an "agonizing reappraisal" of French education.

445. Venables, Ethel. The Young Worker at College: A Study of a Local Technical College. London: Faber, 1967. 240 pp.

Detailed treatment of success and failure in examinations and of students' initial choice of employer and trade, as well as a discussion of their "genetic and social inheritance" as they relate to motivation and college career types.

446. Venables, Peter, "Dissolving the Walls between the Worlds of Education and Work," Universities Quarterly, Vol. 28, No. 3 (Summer 1974), pp. 287-94.

A criticism of existing schemes of adult and professional education in Britain by the pro-chancellor of the Open University. PV thinks that adult and professional education should fall within the "idea of 'learning while earning,'" which is a lifelong necessity of professional life. He sees the establishment of the Open University as a major step toward that goal.

447. Vermilye, Dyckman, ed. The Expanded Campus. San Francisco: Jossey-Bass, 1972. xvii, 284 pp.

Collection of uneven essays most valuable for its picture of American higher education in the early seventies after a decade of unbridled growth and on the threshold of its current phase of contraction. The contributors evaluate the findings of the Carnegie Commission on Higher Education, discuss the status of women and Blacks in the university, explore the impact of unionization on academia, analyze curriculum and instructional problems, and deal critically with the issue of autonomy and control. The current difficulties of American higher education do not seem to have been fully anticipated by most of the authors and the volume generates an ironical flavor of undue optimism.

448. Vermilye, Dyckman W., ed. Lifelong Learners--A New Clientele for Higher Education. San Francisco: Jossey-Bass, 1974. xix, 177 pp.

For a long time, access to postsecondary education has been viewed as an issue associated with problems of the ethnically and socially disadvantaged. Today, going to college has lost much of its magic and student enrollments are leveling off. Blending prescription with description, the authors of this collection

of articles recognize that the demand for learning from older learners, part-time learners, and off-campus learners is increasing. They propose to revitalize higher education by stressing the need for universities and colleges to reach out to the "learning market." They also argue that universities and colleges cannot sustain themselves on the basis of a meritocratic philosophy at odds with our egalitarian technological society. In the words of one of the contributors, they must "break up the youth ghetto."

449. Veysey, Laurence R. The Emergence of the American University. Chicago: University of Chicago Press, 1970. xiv, 505 pp.

The underlying assumption of this historical and sociological analysis of the genesis of the American university in the second half of the nineteenth century is that "the university must be understood as a magnet for the emotions not alone as a project of conscious definition." LV explores the "connections between a variety of thoughtful men and the institution which sustained them" and defines "what the officers of the new university wanted it to become and . . . what it did become. In brief, LV is concerned primarily "not with the learning of the late nineteenth century but with the thinking about its institutions of learning." He concludes that the university in the United States at the turn of the century "had become largely an agency for social control...[and] the custodianship of popular values comprised [its] primary responsibility...."

450. Vincent, Gérard, et al. Les Professeurs du Second Degré. Contribution a l'Etude du Corps Enseignant. Paris: Armand Colin, 1967. 330 pp.

Sociological and psychological portrait of lycee professors in France which also presents a survey of the social and economic background of three hundred political science students.

451. Visalberghi, Aldo, et al. Education and Division of Labour: Middle and Perspectives in European Technical and Vocational Education. The Hague: Nijhoff, 1973. 188 pp.

Strong defense and plea for the development of technical and vocational studies which are, according to the contributors and the editor as well, necessary to the growth of advanced European industrial societies. They propose the creation of a "new classless society" in which occupational functions are rotated among all workers and in which vocational and technical education pertain to an integrated structure of lifelong, recurrent, and polyvalent education. The volume embodies an effort to upgrade the image and prestige of technical and vocational education.

452. Von Dohnanyi, Klaus, "Dilemmas in Access, the German Situation," in Barbara B. Burn, ed., Access Systems. Youth and Employment. New York: International Council on Educational Development, 1977, pp. 17-22.

Critique of the current access system to higher education in West Germany stressing that the "tunnel" system should be abandoned in favor of an extension of general and comprehensive schools. In its present state, the German school system remains a "class system."

453. Walizer, Michael. Socialization to Competence and the Structure of Higher Education. Unpublished Ph.D. dissertation, Florida State University, 1970. 131 pp.

Personality changes are a function of the college structure (i.e., the quality of the establishment, undergraduate enrollments, the type of organization of the college or university, and the intensity of the collegiate socialization setting). The volume also supports the contention that precollegiate socializa tion background may influence those personality system changes resulting from collegiate socialization.

-- Wallerstein, Immanuel. University in Turmoil. The Politics of Change. New York: Atheneum, 1969. ix, 147 pp.

For full annotation, see entry No. 75.

454. Warner, W. L., et al. The American Federal Executive: A Study of the Social and Personal Characteristics of the Civilian and Military Leaders of the U.S. Federal Government. New Haven: Yale University Press, 1963. xvii, 405 pp.

Persuasive analysis of the importance of higher education in achieving elite status in the United States: socioeconomic class as measured by father's occupation is strongly related to the chances of obtaining a college education. At the same time, however, higher education is an egalitarian selection factor: "Higher education has...a second and opposite function since it acts as a transforming agent to qualify men from all occupational backgrounds for entrance into elite positions. Where it operates in this fashion, it functions as a leveling device."

455. Wasser, Henry, "Structural Response to Mass Higher Education. Some Considerations on the Quality-Equality Debate," Paedagogica Europaea, Vol. 12, No. 1 (1977), pp. 93-99.

Comparative examination of the university structural response to the rise of mass higher education. HW concludes that "no effective structure for containing quality-equality in equilibrium has emerged."

456. Watson, Cicely New College Systems in Canada. Paris: Organization for Economic Cooperation and Development, 1973. 150 pp.

Prepared by the Ontario Institute for Studies in Education as part of the OECD series on problems of innovations in higher education, this report describes the recently created Colleges d'Enseignement Général et Professionel in Quebec (CEGEPs) the Colleges for Applied Arts and Technology (CAATs) in Ontario, and the junior colleges in Alberta. These free access institutions were set up as part of an effort to differentiate the structure of Canadian higher education in order to meet the rising social demand for education and the growing need for middle-level manpower. The volume presents an account of the origins of these new structures, discusses their governance, financing, and curricula, and provides data about student enrollments.

457. Watts, A. Gordon. Diversity and Choice in Higher Education. London: Routledge and Kegan Paul, 1972. viii, 268 pp.

Sociological study exploring the various forms of British university education as they relate to the criteria by which students choose among them. The main theme of the book is that social class distinctions have a strong input in the student's choice. According to GW, "education in a class society (is) a process of cultural assimilation through the reconstruction of personalities previously conditioned by class or race." Under these conditions, Watts

argues that students choose their universities on the basis of a "model in which pupil's choice of university or college is a function of two factors--whether and in what way they wish to move from their social origins, and their perception of the social image of the institutions from which they can choose--though these may be modified by their realistic estimates of their chances of gaining admission. It is only within the limits set by these three factors that other factors--e.g., the type of course--are allowed an independent significance."

458. Weissmann, Ann B., "Widening the Base for Higher Education. A Study of Scandinavian Institutions," Western European Education, Vol. 6, No. 2 (Summer 1974), pp. 5-86.

Fully documented and informative analysis of the impact of growing student enrollments on Scandinavian institutions of postsecondary education. The focus of the discussion is on the formulation of public policy with a particular bias for recent policies of decentralization (e.g., the creation of a system of district colleges in Norway and the extension of existing universities in Sweden) and the effort to locate new facilities for higher education as part of an overall national planning effort. The author anticipates the following developments in Scandinavian universities: "1. The university-level institutions will be integrated into the 'total life' of the nation rather than exist as isolated institutions. 2. A diversified network of higher education institutions will be responsive to labor-market needs at the same time as the universities proper continue to function as research centers. 3. The course offerings will become even wider and will include both theoretical/research-oriented and practical/professional alternatives. 4. Higher education will reach all levels of the population and no longer be restricted to an elite."

-- Williams, Gareth, Tessa Blackstone, and David Metcalf. The Academic Labor Market. Amsterdam: Elsevier, 1974. 566 pp.

For full annotation, see entry No. 780.

459. Wilson, James W., and Edward H. Lyons. Work Study College Programs. Appraisal and Report of the Study of Cooperative Education. New York: Harper and Row, 1961. xii, 240 pp.

Early and careful overview of the work and study technique in professional schools and liberal arts colleges in the United States, with particular emphasis on the characteristics of students (their academic potential and social background), the nature of college environments (financing, programs, and educational facilities), the social behavior of students, and the occupational experience of graduates. The volume also includes testimonies of faculty and of industrial personnel employing "cooperative" students.

460. Women's City Club of New York. The Privileged Many: A Study of the City University Open Admissions Policy, 1970-1975. New York: Women's City Club of New York, 1975. ix, 140 pp.

Competent, well-informed, and well-documented evaluation of the City University of New York's open admissions policy between 1970 and 1975. The report underlines that it is far too early to pass a final judgment about the success or failure of open admissions. Yet it also stresses that open admissions is a "justifiable policy" because "it is an extension beyond higher school of the equal opportunity ideal" and because "there exists now in this city [New York] a single system of free public education extending from kindergarden through college."

-- Woodhall, Maureen. Student Loans: A Review of Experience in Scandinavia and Elsewhere. London: The University of London Institute of Education, 1970. 224 pp.

For full annotation, see entry No. 784.

461. Young, Michael. The Rise of the Meritocracy 1870-2033. An Essay on Education and Equality. New York: Random House, 1959. 160 pp.

Satirical work showing how merit has become necessary to achieve social and political status in modern society.

462. Zeldin, Theodore, "Higher Education in France, 1848-1940," Journal of Contemporary History, Vol. 2, No. 13 (July 1967), pp. 53-80.

Excellent historical essay evaluating higher education in France from 1848 to 1940. TZ concludes that the development of higher education lagged behind the movement of ideas throughout this period.

463. Zweig, Ferdinand. The Student in an Age of Anxiety. A Survey of Oxford and Manchester Students. New York: The Free Press of Glencoe, 1963. xvi, 224 pp.

A study of "the interests, views and opinions of university students on basic problems affecting the future: their own future and the future of society at large." Drawing on interviews with a representative cross-section of the student population at two British universities, the author develops a "model student" type underlining students' basic attitudes and psychological attributes in an "age of anxiety."

464. Zwerling, L. Steven. Second Best: The Crisis of the Community College. New York: McGraw-Hill, 1975. 382 pp.

The community college has turned into the "Salvation Army" of education for the poor in the United States and its degrees are only secondhand degrees. Under these conditions, far from broadening access to higher education, the community college's real function is to "cool out" students and to give them the illusion of success. (cf. Clark, 1960, 2 works).

CHAPTER THREE

THE GOVERNMENT OF HIGHER EDUCATION

In this chapter we consider writings on the government and administration of higher education. The introduction falls into two main parts. First, we attempt to review various possible conceptual approaches, although not all of them have been widely applied to the study of higher education government. This part begins with a consideration of unitary concepts such as community and hierarchy, which to a significant extent assume that policy-making is a rational process. A discussion of pluralist perspectives follows. These posit a diversity of interests which are often in conflict but which can be reconciled or accomodated, although seldom purely on the basis of rationality. Next is the nondecision-making approach, which assumes that divergence of interests is likely to be preemptively masked by dominant groups through their extensive control of the political agenda. Finally, Marxists presume a pervasive conflict of class-based interests, whether latent or manifest, which cannot be accomodated by pluralist decision-making. The second part of the introduction covers primarily descriptive studies of the different levels of university government, from the department or chair at the academic grass roots up to the national government.

Our conceptual review of governance studies is hampered by the fact that relatively few of them apply theoretical notions in a systematic or self-conscious fashion. We will often be in the position, therefore, of citing works which only implicitly use the approach in question.

Unitary notions of university structure, community, and hierarchy, as we saw at the end of the introduction to the section on university missions, are directly derivable from the "missions of principle"--research and teaching, or liberal education. Both these missions can be argued to require community among academic colleagues, even including students. In the words of a standard text on German university law, "scholarly discussion rests on the principle of the fundamental equivalence of all persons participating" (Thieme, 1956). From such a perspective, neither the finely tuned cooperation required for research nor the motivation essential for learning are compatible with relationships of real subordination.

The counterargument in justification of hierarchy usually stresses that both teaching and research hinge on expertise, which is unequally distributed among members of the university. Professors, by definition, must know more than the students they teach; senior academics are more knowledgeable than junior staff; and project directors have more expertise than research assistants. In each case the former must have authority over the latter, resulting in clear degrees of hierarchy. In contrast to these dual claims, which both, in their straightforward form, postulate a simply structured, indeed unitary, university, the modern university tends to be complex in structure and federally organized; higher administrative levels cannot aspire to rule their domains in hierarchical fashion, but rather seek to provide coordination between units with disparate functions.

Despite this complexity, simpler conceptions continue to play an important

part in many studies of university structure. Not only is there a persistent assumption that the university should maintain elements of unity and coherence in its structure, but writers also urge that it should be capable of rational policy-making for the organization as a whole. The university is seen as an entity which should be oriented towards the rational pursuit of appropriate goals--teaching and research foremost among them. Particular policy measures should be chosen in terms of their utility in reaching the desired goal.[1] For example, McConnell and Mortimer (1971) assert that "the question of how to obtain and maintain coherent, integrated programs which are consistent with institutional goals and purposes is of fundamental importance in governing organizations." "Educational planning," they urge, "should be directed toward establishing greater understanding and acceptance of the controlling goals of the institution." Mason (1972), by subtitling his study of college and university government "A Handbook of Principle and Practice," implicitly assumes that practice can be rationally derived from principle. The Carnegie Commission (Governance, 1973), although recognizing that conflict has supplanted consensus as the dominant mode of government on many campuses, urges turning conflict "into the most peaceful and rational processes possible of internal decision making [sic]." Such exhortations, however realistically intended, appear to be rooted in a continued adherence to traditional collegiality as the ideal, based on consensus among scholars and reason as the foundation of policies.

Studies of the legal foundations of university structure tend to adopt a rational perspective. Although we have made no attempt to review the substantial American literature in this area, this is clearly evident in French works such as Amestoy (1968). It is even more striking in German treatises (Thieme, 1956; Gerber, 1965), which invariably begin with a basic discussion of the constitutional autonomy of scholarship under the German basic law and then proceed as if the rest of the body of German university law follows logically from it.

In the literature on organizations, the idea of rational decision-making has been associated with hierarchical structures or bureaucracies. These unitary organizations are assumed to pursue precisely specified objectives in rational fashion, through means that are hierarchically determined and ordered, including impersonal rules and division of labor. "Differences of opinion are resolved through analysis and persuasion (as contrasted with bargaining and politics)" (Cohen and March, 1974, p. 31). Yet the administrative structures of universities do not necessarily operate rationally or efficiently, as indeed occurs with more conventional bureaucracies as well. More significantly, even the works that analyze the bureaucratic aspects of universities almost invariably stress that other basic structural elements cannot be ignored (Stroup, 1966; Rourke and Brooks, 1966; cf. Corson, 1975). Above all, among professors some form of collegiality generally persists, and it is argued that in fact "rational organization in the university requires leaving the professor alone rather than directing his efforts" (Mason, 1972, p. 1). To the extent that academics employ highly esoteric knowledge in their work, they are professionals and thus need a substantial measure of autonomy; in this sense, universities combine elements of bureaucracy and professional collegiality (Blau, 1973; Van de Graaff, 1977).

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[1]This is essentially the view of rational policy-making taken by Paul E. Peterson, School Politics Chicago Style (Chicago: University of Chicago Press, 1976). It is significantly narrower than C. E. Lindblom's "classical model of rational decision," which would require the policy-maker to begin by clarifying the goals themselves in rational fashion, whereas Peterson assumes that the goals will be determined by politics.

The forces that counteract hierarchy and tend to flatten the academic structure of authority therefore embody two distinct aspects: equality and consensus as a fundamental principle of interaction within the university--"the basic rule in academia is equality among full members" (Platt and Parsons, 1970, p. 137)--and the principle of professionalism, which maintains that the professor has to have freedom to exercise his own judgment if he is to exploit his own expertise fully. This latter aspect, however, can run counter not only to hierarchy but also to the unitary implications of consensus: professors as professionals do not merely apply their expertise, they develop their own arenas within the framework of the university as well as ties with institutions in the larger society. As the number of fields absorbed into the university increases, as has been the case in the past two decades especially, the university tends to become increasingly fragmented; soon it can be recognized as the multiversity (Kerr, 1963), fulfilling diverse functions beyond the basic ones of teaching and research and federally structured in accordance with functional necessity.

The next conceptual approach to be considered, functionalism or systems theory, provides a bridge from unitary, largely rational approaches to pluralistic or conflict interpretations. This is exemplified by the work of Parsons, on the one hand, and Smelser, on the other, who are among the very few to have applied a functional approach to higher education.

The basic assumption of functional analysis, that the operation of an institutional sector such as higher education is extensively determined by the larger society and its technological development, lies at the root of The American University, by Parsons and Platt (1973). Yet they view the university as situated in the "fiduciary subsystem" of society, primarily concerned with culture and chiefly committed to the "core value" of "cognitive rationality." Thus consensus and unity remain important for Parsons, and problems of diversity, differential power, and conflict recede into the background. (Cf. Smelser's epilogue to Parsons and Platt, 1973). In contrast, Smelser (Smelser and Almond, 1974), in a meticulous empirical study of the development of the California higher education system, stresses the various intergroup and intersector tensions that underlay a constant struggle for resources and political advantage. He also brings out the disequilibriating effects of external political forces on the evolution of higher education. A somewhat analogous approach is taken by Ralf Dahrendorf (1962) in his classic study of the internal structure of the West German university, while Halsey (1962) analyzes British universities in a more straightforward, functionalist fashion.

These latter works, Smelser's above all, are clearly capable of dealing with conflict among divergent interests, notwithstanding frequent criticisms of functionalism as oriented toward consensus and equilibrium. Since the early 1960s, the need for promoting and coordinating diversity in higher education, whether through multiversities of Kerr's stamp, a binary system as in Britain (Robinson, 1968), German-style comprehensive universities, or short-cycle technological institutes à la française (Van de Graaff, 1976), has become widely evident. Beyond Smelser's version of functionalism, a wide variety of pluralist approaches are potentially suited to analyzing the resulting tensions and conflicts.

These perspectives have a number of elements in common. They assume that policies result from struggles among a variety of groups with divergent interests, whether inside or outside the institutional boundaries of higher education. At least implicitly, pluralist approaches take for granted that conflict can be accommodated and that mutually accepted compromises are possible; although rationality may not play as full a role as is desirable, conflict can

be managed and lived with. Pluralist analysis, finally, assumes that conflict is manifest, that its essential aspects are observable at least in principle; although aspects may be confidential or otherwise shielded from the public eye, they are accessible through means such as participant observation, interviews with key informants, and privileged access to documents.

One variant of the pluralist perspective is represented by interest group studies. Among these, Baldridge is the most theoretically explicit in stressing the political character of group struggles in higher education, in a study of policy-making at New York University and a wide-ranging reader (Baldridge, 1971a, 1971b). Epstein (1974) provides an excellent study of the government of American state universities largely in terms of the structures and processes through which different groups participate. Views of interest group activity in the American capital are provided by Bloland (1969) and King (1975). Van de Graaff (1973) and Fomerand (1975) respectively have analyzed group involvement in the process of legislating higher education reform in a West German state and in France.

In contrast to these studies, which consider the political role of a range of groups, numerous works focus on one or another particular group. Analyses of the role of students are most common here: the best German study of student involvement is Friedeburg, et al. (1968), on the students' part in academic government at the Free University of Berlin from 1949 to 1967; other important works include Adam (1965) and Rüsemann (1961). A later and much more critical view of the impact of new structures on the Free University as a whole is Domes and Frank (1975). Goldschmidt (1973) analyzes participation in German and Swedish institutions comparatively. For Holland, Daalder (1974) has produced a first-rate case study of democratization, which is not limited to student participation. Boussard (1974) has reviewed the electoral participation of French students under the 1968 Orientation Law.

Foremost among other groups whose part in university government has been studied is the academic staff. Some aspects of their role have been analyzed by McConnell and Mortimer (1971), Ladd and Lipset (1975) for the United States, by Halsey and Trow (1971) for Great Britain, and by Clark (1977) for Italy. In fact, studies of the involvement of academic staff in government as such are relatively rare outside the United States, partly because in many cases the dominant role of the staff has been largely taken for granted, as in Germany, for example. Thus a study such as Burton Clark's (1977) on the power of the Italian professoriate is unique. For France some comparable material is provided by Terry Clark (1973). The influence of groups external to the university has been still less widely studied, again with the exception of the United States and (partially) Great Britain. Boards of trustees have been studied in a series of often critical writings, from Veblen (1918) through Beck (1947), and Burns (1966), Aptheker (1972), and Smith (1974). Moodie and Eustace (1974) provide considerable information on the role of lay members of university councils in Great Britain, while Thompson, et al. (1970) analyze critically the confrontation between the lay council and staff and students at Warwick University.

As a generalization, it is probably accurate for virtually all groups, and for any country, that groups have primarily been studied with regard to other characteristics than their part in policy-making. In other words, we know more about the background, attitudes, and academic characteristics of groups than about their activity as it directly affects the government of higher education.

Closely allied to group studies are analyses of collective bargaining in higher education. At present these deal largely with the United States, due to the enormous mushrooming of faculty unionization there over the past decade (Ladd and Lipset, 1973; Carr and VanEyck, 1973; Garbarino, 1975; Kemerer and Baldridge, 1975; Carnegie Council, 1977). For Britain, where bargaining takes place at a national level and the Association of University Teachers has voted to join the Trades Union Congress, Perkin (1969) provides historical background on the current situation. On Germany, the works of Fuhrig (1965, 1966) interpret the role of the national University Association as that of a "quasi-union."

Students of collective bargaining, although they depict conflicts that are generally two-sided in their basic formal expression between academic unions and "management," are usually acutely aware of the multifarious interests which underlie the political situation (Garbarino, in Carnegie Council, 1977). Especially in the American context, there is frequently uncertainty as to whether the institutional administration or the responsible government should play the role of management (Carnegie Council, 1977), and the "bargaining unit" can include groups with potentially divergent interests (senior and junior academic staff, technicians, librarians, teaching assistants, etc.).

Unionization strains the traditional academic values of rationality, consensus, and collegiality (Kemerer and Baldridge, 1975). In the United States both the rate at which unions have been accepted and the type of union that prevails have varied systematically with institutional status: the higher the academic standing of the institution, the less likely it is to unionize, and, if a union is chosen, it is more likely to be academic in its orientation (e.g., AAUP rather than AFT). Significantly, it is still not unusual for traditional analysts of university government to neglect the element of bargaining (e.g., Mason, 1972; Corson, 1975) as with conflict of any sort--which probably also testifies to the continuing strength of the consensual ideal.

Decision-making studies are the final type under the pluralistic rubric. They dissect the making of a limited range of policy decisions in higher education, often looking at the step-by-step process in particular cases. Thus the focus is on the decision, or at least the policy area, rather than the groups involved or the structural framework. Such studies have a long tradition in American political science. In this vein, Gladieux and Wolanin (1975) analyze the legislative politics of higher education at the Federal level. In state-level studies, Usdan, Minar, and Hurwitz (1969) review the political relationship between higher and other levels of education in twelve states, while Gardner (1967) provides a meticulous case study of the California Regents' handling of the loyalty oath controversy in California in the early 1950s. At the local level, Banfield's classic Political Influence (1961) contains a case study of the decision to build a Chicago campus of the University of Illinois. Studies of decision-making outside the United States are perhaps less common. For Great Britain, the standard works of Berdahl (1959) and Moodie and Eustace (1974) contain elements of the approach (see notably the latter's chapter on budgeting). Lukes (1975) has attempted to show how the Department of Education and Science made crucial decisions about cutbacks in teacher training places. For France, Chalendar (1970) gives a sound account of the enactment and content of the 1968 Orientation Law. For Germany, Schenck (1976) analyzes the Federal Framework Law of 1976, although with only secondary attention to its genesis; MUnch (1976) illuminates the politics behind the founding of two universities in the state of Lower Saxony. A further type of work which essentially falls in the decision-making mode comprises institutional case studies of unrest in the 1960s; these are numerous and of greatly varying quality--examples, from

a variety of perspectives, are Avorn (1969) on Columbia, Kidd (1969) on the London School of Economics, Friedeburg, et al.(1968) on Berlin, Nuissl, et al. (1973) on Heidelberg, and Raupach and Reimann (1974) on three new German universities.

As we noted, pluralist studies, of whatever particular type, assume that divergent interests can be reconciled and that conflicts among them are manifest and therefore observable in principle. The nondecision-making approach, in contrast, assumes that much that is decisive in policy making is given prior to the visible struggle--the political game may well be rigged and the agenda set by dominant forces which do not engage in direct political struggle. In other words, policy making may not be open to all interests. We know of no studies of higher education which explicitly take such a "nondecision-making" approach, but numerous critiques of traditional university government in various countries have adopted an analogous perspective in arguing that traditional structures and the groups controlling them represent narrow viewpoints and procedures and thereby exclude important groups from influence. For the United States, the most important example is the long line of studies beginning with Veblen's 1918 critique of business control of higher education, through such studies as Beck (1947) and Smith (1974). For Germany, Adam (1965) and Friedeburg, et al. (1968) show how traditional structures operated to coopt student and nonprofessorial representatives.

A more direct and sweeping approach is taken in Marxist analyses of the government of higher education. Here the focus is on the fundamental cleavages in society, and the aim is to show how these lead to irreconcilable divergences among the interests of different social groups. Such writers stress the ideological nature of conflict, and pay relatively little attention, if indeed any at all, to the actual process of decision-making, the outcome of which they see as almost always predetermined by the constellation of broader forces in society. Specifically, it is taken as virtually inevitable in Western societies that whatever policies are adopted will serve the interests of the dominant capitalist elite.

Aptheker (1972) and Smith (1974) take this kind of approach for the United States, emphasizing boards of trustees as links between the capitalists and the universities; Leibfried (1967) uses similar material in comparing the American with the West German system. Crouch (1970) and Jacks (1975) are examples of the relatively few Marxist works on Britain. This perspective has held much greater sway in Germany, developing from relatively moderate works growing out of student organizations and directly focused on university policy (SDS Hochschuldenkschrift, 1972; Verband Deutscher Studentenschaften, 1972; Nitsch, et al., 1965) to more radical works urging extensive reforms in the immediate wake of the first widespread student unrest in 1967 (Albers, 1968; Leibfried, 196 Heer, 1969). By the early 1970s, the chief concern was no longer with reforming the universities but with analyzing their place in the rest of the educational system and within society (Hirsch and Leibfried, 1971; Klüver and Wolf, 1972). Thus one finds relatively little in such works about the actual operation of university government.

Levels of Organization

We noted above that relatively few studies of academic government adopt an explicitly theoretical approach, although numerous works have some relevance for theory. The majority of items included in this section, however, are essentially descriptive in character. Here the most appropriate approach is to group them by levels of governmental or academic organization, from the department or institute at the academic grass roots, to national government at the top.

Obviously, to comprehend fully the operation of a given level of government, it must be studied in relation to other levels, which would amount to analyzing the intergovernmental politics and administration of higher education. Comprehensive studies of this sort are not common, although recent work by members of the Yale Higher Education Research Group has distinguished six basic levels of academic organization (Clark and Youn, 1976) and applied them to seven national systems of higher education (Van de Graaff, et al., 1978). Clark (1977) used elements of the levels approach in his broad study of the Italian system; Amestoy (1968) uses a much more legalistic approach for France. Moodie and Eustace (1974) present analogous material in their comprehensive work on the internal government of British universities. Predictably, the relative power of the major groups involved in national systems tends to vary substantially from level to level; in general, the influence of academic staff is greatest at the department level and decreases at high levels. This decrease is progressive in the North American systems, while senior professors have retained greater influence at least at the faculty and university levels in the traditional system of Britain and the European continent. At the higher levels, administrators and above all government officials have greatest power, although in an exceptional case such as Italy the most influential professors can transfer their power almost undiluted to the national level (cf. Martinotti and Giasanti, 1977).

The lowest level of government is the academic department or, in Europe, the institute, usually tied formally to a professorial chair. Studies focused on government at this level are rare: for Britain, Moodie and Eustace (1974) and Halsey and Trow (1971) provide some interesting data on professorial control of departmental affairs, which is yielding to student and nonprofessorial staff influence. Changes in Germany have been more drastic, and Heer (1969) provides documentation for an early stage of those developments.

The next level, the faculty (often termed school or college in the United States), varies greatly in mission--from professorial training to research or the liberal arts--and in organization. Certain units which basically fit at this level are as large as many universities and have very considerable autonomy: the London School of Economics (Kidd, 1969; Crouch, 1969) falls into this category. In contrast, reforms at Otto Suhr Institute were at first blocked by the Academic Senate of the Berlin Free University and required authorization of the legislative assembly of the city of Berlin. A study of the French University Institutes of Technology (Van de Graaff, 1976) attempts to analyze the politics of establishing a new genre of training institution at a level equivalent to the faculties (or units of instruction and research, since 1968).

Works on the university level are much more common. This is the main focus of Moodie and Eustace (1974) on Britain, Mason (1972) on the United States, and Duff and Berdahl (1966) on Canada. A collection of studies from an organization perspective is provided by Perkins (1973). There are a few works that essentially focus on a single institution: Aitken (1966) describes Birmingham's administration; Barzun (1968) gives a vivid portrayal of the internal workings of an American private university, Columbia. In the same vein, two Carnegie Commission volumes contain interesting vignettes on a substantial number of American institutions (Dwight Ladd, 1970; Riesman and Stadtman, 1973).

Further studies deal with particular aspects of university-level government. On American trustees, there are the various works cited earlier. The executive has been the focus of some work, especially the political role of the American university president (Dodds, 1962; Cohen and March, 1974; Demerath, et al., 1967;

Glenny, 1976), and the background of the British vice-chancellors (Szreter, 1968; Collison and Miller, 1969). University presidents have only recently been instituted in French universities and some German institutions; as yet no studies have been devoted to them.

Next to be considered is the multicampus level, which is a prevalent type only in the United States. The government of major American state universities, as multicampus institutions, has been the focus of two studies by Lee and Bowen (1971, 1975), and American statewide coordinating boards, distinct from state government itself, have received some attention (Glenny, 1959; Berdahl, 1971).

There is a thin line between such institutions and state and provincial governments themselves--the fifth level we discuss. Tucker and his associates (1973) have analyzed the politics of higher education in four American states, with particular attention to the legislature. Broader studies are offered by Usdan, et al. (1969) and Moos and Rourke (1959). Examples of studies of a single state are Abbott (1958) on the history of the regents of New York, and Millett (1974), drawing on his experiences in Ohio. State-level studies outside the United States are rare, especially in Europe. One notable exception is Heymann and Karcher (1976), who analyze policy-making in the West German state of Baden-Württemberg, notably the failure to develop properly comprehensive institutions (Gesamthochschulen).

Our sixth and final level is national government. Here we find the largest number and the greatest variety of studies, to the extent that they defy classification. Works on aspects of the national bureaucracy include Berdahl (1959) on the British UGC; Clark (1977) on Italy; Crozier (1964, 1970) on the rigidity of French bureaucratic attitudes; Sabotta (1969) on the West German Ministry for Scientific Research (since expanded to include education); Titschler (1975) on the equivalent ministry in Austria. Studies of the legislature are less common: Gladieux and Wolanin (1975) discuss the American Congress; Schenck (1976) and Daalder (1974) analyze national legislation in West Germany and the Netherlands respectively. A collection of all-too-brief articles which do have the virtue of focusing on the problem of coordinating higher education at the national level in a number of countries is Perkins (1972).

This introduction has employed a variety of categories in reviewing briefly the literature on the government of higher education. Gaps will have been evident and will be more obvious from a consideration of the abstracts themselves. There are at least two basic needs for further research, which overlap somewhat. Studies are needed that explicitly employ one or more of the conceptual approaches. Beyond that there is a particular need for works that deal thoroughly with policy-making in the significant arenas, notably the legislature and the executive, as well as the judiciary, whose political role in making decisions affecting higher education has been virtually ignored hitherto.

465. Abbott, Frank C. Government Policy and Higher Education: A Study of the Regents of the State of New York, 1784-1949. Ithaca: Cornell University Press, 1958. xi, 417 pp.

An institutional history of policy-making for higher education in New York State, stressing the growing power of the governor.

466. Adam, Heribert. Studentenschaft und Hochschule: Möglichkeiten und Grenzen studentischer Politik. Frankfurt/Main: Europäische Verlagsanstalt, 1965. x, 135 pp.

A broad, yet detailed study of the German students' activity in public affairs and in university governance prior to the outbreak of nationwide student unrest in 1967. The students' role in university policy-making is largely passive as the few student representatives generally yield to tacit pressures from professorial administrators to conform to their expectations. In contrast, the students--often through their elected spokesmen--have been more active in debating public issues. Some general political activity was tolerated and even encouraged as long as it conformed with the political climate, but as students became more critical of prevailing trends (beginning with the rearmament and nuclear controversies of the 1950s), ever more frequent conflicts ensued, mainly with professors and secondarily with state authorities. Undoubtedly the best overall study of this topic prior to 1967, was undertaken by the Institute for Social Research in Frankfurt. The study is based on mail questionnaires returned by 173 student representatives throughout Germany, intensive interviews with ten Frankfurt professors (mainly ex-rectors) in Frankfurt, and analysis of student magazines and archives at both the national and the local level.

467. Aitken, Robert. Administration of a University: An Account of the Management of Academic Affairs in the University of Birmingham. London: University of London Press, 1966. 80 pp.

A comprehensive compilation of basic information about Birmingham's administrative structure, with little analysis. Author was V-C of Birmingham and a former chairman of the British CVCP.

468. Albers, Detlev. Domokratisierung der Hochschule: Arguments zur Drittelparität. Bonn/Beuel: Verlag Studentenschaft, 1968. 68 pp.

This brochure presents the standard exposition of ideas for the democratization of academic decision-making in Germany through one-third parity (Drittelparität). The basic idea had first been presented in 1961 by the German SDS (cf. SDS Hochschuldenkschrift, 1972), which argued that no single one of the three main academic groups--professors, untenured lecturers and assistants, and students--should be able to outvote the others and thus impose its interests on them. But the idea received relatively little attention until the summer of 1967, when student representatives in Hamburg responded to pending local reform legislation with detailed proposals for equal representation of each group at each level of academic administration. The Hamburg proposal went through two reprintings locally and was then revised for publication in this brochure, sponsored by the national Association of German Students (VDS). Drittelparität was subsequently implemented in modified form (by adding a small number of nonacademic staff) through legislation in four of the eleven West German states, although there primarily at the level of the council or universitywide parliament with only limited prerogatives. A unique, more extreme form of Drittelparität--equal representation of teachers, students,

and nonacademic staff--was adopted only by the new University of Bremen in 1971.

-- Altbach, Philip G. University Reform: Comparative Perspectives for the Seventies. Cambridge, Mass: Schenkman, 1974. 211 pp.

For full annotation, see entry No. 81.

469. Amestoy, Georges. Les universités francaises. Special number, Education et Gestion (Paris), 1968. 394 pp.

Although it was consigned to immediate obsolescence by the 1968 student uprising and the Orientation Act of that year, this book by a well-informed official in the Education Ministry remains the best analysis of the statutes, laws, and regulations governing the French university system up until 1968, with particular emphasis on its structures and governance. Some attention is paid to informal practices as well as formal provisions.

470. Anger, Hans. Probleme der deutschen Universität: Bericht über eine Erhebung unter Professoren und Dozenten. Tübingen: Mohr, 1960. xv, 675 pp.

An intensive and detailed study of the attitudes of West German academics in the early 1950s, based on structured, open-response interviews with a representative sample of 138 full professors and senior lecturers (Nichtordinarien) at four universities. Themes investigated include: aims and functions of the university, university and society, staff recruitment, women in the university, teacher-student relations, students' motivation, student societies (including fraternities), student self-government, and general studies. Through careful analysis and extensive quotations from the interviews the book provides rich insights into the fundamental traditionalism of German professors, as well as their pronounced ambivalence regarding the university's adaptation to modern society. Remains by far the most important work of its kind. For a more detailed study of research training and recruitment, together with exhaustive statistical data on the historical and contemporary situation of academics, see Plessner (1956); a more recent and limited work is Pross (1970).

-- Aptheker, Bettina. The Academic Rebellion in the United States: A Marxist Appraisal. Secaucus, New Jersey: The Citadel Press, 1972. 218 pp.

For full annotation, see entry No. 88.

471. Archer, Margaret S., ed. Students, University and Society; a Comparative Sociological Review. New York: Crane, Russak, 1972. 280 pp.

Excellent collection of sociological studies focused on the structural relations between the university and other social institutions as they influence national cross-cultural variations in student organization and forms of action. The volume contains chapters on three Eastern European states, Spain, France, West Germany, Britain, Japan, and the United States, written by such well-known commentators as Trow, Crouch, Goldschmidt, and Grant. In her introductory essay, MA argues that the "degree of integration of the university with the polity influences the form of student political organizations, while that with the economy affects the dominant orientation of student action."

-- Aron, Raymond, "Some Aspects of the Crisis in the French University," Minerva, Vol. 2, No. 3 (Spring 1964), pp. 279-85.

For full annotation, see entry No. 4.

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472. Ashby, Eric. Community of Universities: An Informal Portrait of the Association of Universities of the British Commonwealth, 1913-1963. Cambridge: Cambridge University Press, 1963. viii, 118 pp.

While predominantly a body for the exchange and dissemination of information and the encouragement of contacts, the Commonwealth Association of Universities has had significant policy implications. Faced with the closure of German graduate schools to the Allies in World War I, the association discussed and its members began the implementation of the Ph.D. in Britain. At the same time arose a standing committee which has since become a powerful, though informal, influence on policy, the British Committee of Vice-Chancellors and Principals, of which this volume gives a brief history.

473. Ashby, Eric. Technology and the Academics: An Essay on Universities and the Scientific Revolution. London: MacMillan, 1958. vii, 118 pp.

This work first traces the development of modern science in France and Germany at a time when it was without conscious institutional direction in Britain. It then describes the arrival first of science under the stimulus of foreign-trained advocates, including Huxley and Playfair, and then of technology under the threat of foreign industrial competition and with the eventual and reluctant help of the government. By successfully adapting to these developments, British universities have retained their identity and high status. And yet their adaptation to the conditions of modern society is not yet complete. They have not yet dealt with the falsely conceived dichotomy between science and a liberal education (here EA suggests that the answer lies in the teaching of a specialty liberally, rather than the addition of more "liberal" courses around the edges of a specialty). They must deal with the inevitability of state and societal influence in this era of public finance, both by the continuance of such mechanisms as the UGC and by demonstrating their real and effective commitment to society's interests. Another valuable mechanism is the method of government of civic universities, and here we have an early presentation of Ashby's description of university governance as an inverted hierarchy in which policy originates among the teaching staff and filters up to successive ostensibly "superior" bodies which in practice largely ratify decisions.

474. Ashby, Eric, and Mary Anderson. The Rise of the Student Estate in Britain. London: MacMillan, 1970. x, 186 pp.

The authors trace the origins of the "student estate" in Britain to the Scottish students' efforts to organize themselves in the second half of the nineteenth century. They then analyze its development, emphasizing the legitimization of student organization through the drafting of civic university charters and the growth of student solidarity within the framework of the National Union of Students. The book examines the growth of the student role in university governance and the formulation of national policy which has accompanied the postwar expansion of higher education. EA and MA exhort the emerging "student conscience" to eschew moral confrontation; in turn, the universities must demonstrate that "the scholarly virtues of objective study and intellectual study can coexist with concern for humanity."

-- Ashby, Eric, and Mary Anderson. Universities: British, Indian, African. A Study in the Ecology of Higher Education. Cambridge, Mass.: Harvard University Press, 1966. xiii, 558 pp.

For full annotation, see entry No. 91.

475. Association d'Etude pour l'Expansion de l'Enseignement Supérieur. De l'Université aux Universités. Octobre 1968-Janvier 1971. Paris: Armand Colin, 1971. 815 pp.

Indispensable work of reference providing a balance sheet of the first three years of implentation of the Orientation Act in France. Most valuable for its systematic presentation and analysis of primary source material including university statutes, legislative decisions and interpretations, and other texts related to university curricula.

476. Avorn, Jerry L., et al. Up Against the Ivy Wall: A History of the Columbia Crisis. New York: Atheneum, 1969. 307 pp.

A careful, detailed account of the events at Columbia University in April and May of 1968, by a group of editors and reporters from the university's daily student newspaper. The authors show how widespread student frustration with a paternalistic administration and the pattern of life within the university produced demands which became "interwoven with radical tactics" to produce a mass protest movement, as large as any in American higher education. One of the best case histories of the student protests of the 1960s.

477. Baier, Horst, ed. Studenten in Opposition: Beiträge zur Soziologie der deutschen Hochschule. Bielefeld: Bertelsmann Universitätsverlag, 1968. 237 pp.

A collection of essays on German higher education, with emphasis on students and primarily from the perspectives of critical, leftist sociology. An exception is Helmut Schelsky's informative discussion of professorial authority in relation to students, which on the whole defends professors against the charge of extreme use of power while conceding that reforms are needed to remedy certain abuses. From a leftist perspective, Oskar Negt's "On the Idea of a Critical and Anti-authoritarian University" presents a significant attack on the economic, managerial orientation of most authorities responsible for reform.

478. Bain, Trevor, "Academic Governance and Unions: The Case of CUNY," Industrial Relations, Vol. 14 (February 1975), pp. 102-09.

"A new locus of power and rule setting" has been "imposed on the traditional methods that had governed employment, working conditions, and the settling of grievances." Traditional wielders of power (tenured professors, academic senates, and department chairmen) have come into conflict with the chief unit established in 1969 for collective bargaining, which includes professors, instructors, librarians, administrators, and technicians. Tensions between the latter groups have also been exacerbated.

479. Bakke, Wight E., and Mary S. Bakke. Campus Challenge. Hamden, Ct.: Archon Books, 1971. x, 573 pp.

An effort to develop a conceptual model of the sources of student activism. Data are derived from some 2,000 interviews with students, exstudents, faculty, and local and national officials in Mexico, Colombia, Japan, India, and the United States. The authors dispute the widely held assumption that increasing university size is a major cause of student unrest.

480. Baldridge, J. Victor, ed. Academic Governance: Research on Institutional Politics and Decision Making. Berkeley: McCutchn, 1971. vii, 579 pp.

An important collection of social science essays presenting political interpretations of academic governance with particular emphasis on the organizational features of academic systems, the administrative process, the faculty and governance process, the impact of the student revolution on governance, and conflict and the dynamics of policy-making. The book views the university as one of a class of social systems that social scientists term "complex organizations." JVB presents a useful critique of the bureaucratic and collegial models of university governance and emphasizes that "a university must be understood as a political arena in which competing interest groups (faculty, students and administrators; various colleges and departments) battle with each other for power."

481. Baldridge, J. Victor, David V.Curtis, George Ecker, and Gary L. Riley. Policy Making and Effective Leadership: A National Study of Academic Management. San Francisco: Jossey-Bass, 1978. xxv, 290 pp.

This is the concluding publication from the Stanford Project on Academic Governance (for others, see Baldridge, Power and Conflict..., 1971, and Baldridge and Kemerer, 1975). It analyzes policy-making in a representative sample comprising all types of U.S. institutions of higher education. Data were gathered by questionnaire from individuals within each sampled institution. On the whole, results confirm prior research. Patterns of governance vary systematically with the size, complexity, and research orientation of the institution: the higher those variables, the greater the influence of the academic staff and the lower the role of administrators, the less the impact of environmental factors on institutional autonomy, and the lower the likelihood of unionization. This fundamental relationship, reinforcing earlier studies such as Platt and Parsons (1970), Blau (1973), and Garbarino (1975), logically suggests a further finding which the authors find surprising: bureaucratic regulation is actually lower in larger, more prestigious institutions. The majority of academic staff (over 60 percent) express trust in their administrators and strong satisfaction with their working conditions, but the lower the morale in a given type of institution, the greater the acceptance of collective bargaining. For the future, the authors see continuing increases in bureaucratization and unionization, with further declines in the influence of academic staff.

482. Baldridge, J. Victor. Power and Conflict in the University: Research in the Sociology of Complex Organizations. New York: John Wiley and Sons, 1971. 238 pp.

Deals with decision-making and policy formulation in the changing modern university. Draws on sociological analyses of complex organizations and bureaucracies and on political science studies of decision-making. Decision-making activities are seen as a political process, not as a simple bureaucratic mechanism. Develops a new theory of academic governance and applies that framework to empirical events that occurred during an eighteen-month study at New York University. Assumes three models of university governance: political, bureaucratic, and collegial. After reviewing and criticizing bureaucratic and collegial forms, the book focuses on the political, after assessing in addition the contributions of conflict theory, community power theory, and interest group theory in order to study academic policy formulation. JVB then applies the model to NYU as a political system. Has appendices on research methods and supporting data. Invites skepticism by forcing all university governance into one of the three

models whereas more recent research is inclined to mixed models and citation of more than three.

483. Banfield, Edward C. Political Influence. New York: The Free Press of Glencoe, 1961. vi, 354 pp.

This authoritative study of decision-making structures and processes in Chicago includes a chapter providing a readable and stimulating empirical analysis of decision-making at the University of Illinois from a pluralist perspective.

484. Barzun, Jacques. The American University: How It Runs, Where It Is Going. New York: Harper and Row, 1968. xii, 319 pp.

A witty and incisive philosophical analysis of growth's impact on the missions and structures of the American university, solidly grounded in JB's years as professor, dean, and provost at Columbia. Skeptical of the excesses that expansion has spawned, JB avers that "no finite institution can take a vow to fulfill the infinite" demands of society. The book is most acute in its analyses of the interplay between administrators and academics, stressing that the former must be recruited from the ranks of the latter.

485. Beck, Hubert P. Men Who Control Our Universities. New York: King's Crown Press, 1947. ix, 229 pp.

Detailed sociological study of the socioeconomic characteristics of the members of the governing boards of thirty major American universities. Focuses on variables such as occupation, income, business offices held by board members, age, sex, residence, and region of birth.

486. Ben-David, Joseph, "How to Organize Research in the Social Sciences," Daedalus, Vol. 102 (Spring 1973), pp. 39-51.

Social scientists have been erring by trying to model their work on basic natural science, JBD argues. Instead, they should rely on models provided by the experience of disciplines such as clinical medicine, engineering, geology, and genetics.

487. Berdahl, Robert O. British Universities and the State. Berkeley: University of California Press, 1959. viii, 229 pp.

The classic analysis of the University Grants Committee in Great Britain. Established in 1919, the UGC has traditionally served as a "buffer" between government and the universities, maintaining the latter's autonomy. The majority of members of the UGC are practicing academics. As a political scientist, Berdahl views the UGC as an exemplary case of the British capacity to govern institutions by conventions and tacit understandings among what is a relatively small and cohesive governing elite. This permits structures and institutional arrangements to evolve and adapt in pragmatic fashion, "bring[ing] about substantial changes without causing any break in the outer fabric."

488. Berdahl, Robert O. Statewide Coordination of Higher Education. Washington, D.C.: American Council on Education, 1971. 285 pp.

Written when soaring costs and campus militancy brought higher education to close attention of state government. Provides definitions distinguishing academic freedom from university autonomy, substantive autonomy from procedural autonomy. Describes evolution of state coordinating bodies and analyzes

structures, functions, and relationships of various types of state coordinating agencies. Examines relations between state and private higher education; the impact of federal programs on state coordination; and relations between higher education and the public school system. Attempts to develop normative conclusions based on author's evaluation and looks at variables that will affect state relations in the future.

489. Betz, Frederick, and Carolos Kruytbosch, "Research and University Budgets: A Case Study in American University Government," Minerva, Vol. 8 (October 1970), pp. 492-519.

An evaluation of the structure of decision in American universities focused on their solicitation and administration of federal support for research. Until the mid-1960s, the basis of the research enterprise was the individual initiative of faculty scholars. Criteria for the acceptance of research projects were judged within each academic discipline, the university itself taking a more or less neutral position. Since then, university administrators have become concerned with the scale of support and the kinds of requirements in terms of space and technology and auxiliary personnel; intellectual quality remains a disciplinary concern. The angel of scientific management in the guise of cost-benefit analysis descends on higher education."

490. Bettini, R., "Teoria organizzativa, partecipazione studentesca e nozione di partecipazione pubblico-amministrativa" (Organizational theory, student participation, and the concept of public-administrative participation), Rivista di Sociologia (Rome), Vol. 8, No. 3 (September-December 1970), pp. 109-24.

For specialists in administrative science, the university problem in Italy is a good example of the phenomenology of participation. Its deterioration has been linked with objective and subjective causes and has led to the introduction of the concepts of utilization and usage in administrative science. But there are two categories of usages, one internal and the other external to the university.

491. Beutler, Kurt, and Uwe Henning, "Der Professoren Geist und das 'Ministerium des Geistes': Zur Rolle von Wissenschaft und Staat in Preussen-Deutschland unter dem 'System Althoff' (1882-1907)," Neue Sammlung, Vol. 17 (January-February 1977), pp. 2-26.

A critical study of policy-making for Prussian higher education around the turn of the century. Analyzes the system of close bureaucratic control of appointments and professorial careers consolidated by Friedrich Althoff, responsible for higher education in the Prussian Ministry of Education from 1882-1907. Besides brief consideration of the frustrations such sociologists as Michels and Tönnies suffered under this regime, the authors recount the dismissal of Leo Arons from his lectureship (as Privatdozent) in 1900, for membership in the Social Democratic Party.

492. Blackburn, Robert T., and John D. Lindquist, "Faculty Behavior in the Legislative Process: Professorial Attitudes vs. Behavior Concerning Inclusion of Students in Academic Decision-Making," Sociology of Education, Vol. 44 (1971), pp. 398-421.

Exploration by questionnaire of the voting behavior of the faculty at a major midwestern university in the United States. Such factors as political leadership, open and closed balloting, attendance at meetings, and parliamentary strategies are correlated with the different outcomes.

493. Blackstone, Tessa, Kathleen Gales, Roger Hadley, and Wyn Lewis. Students in Conflict: LSE in 1967. London: Weidenfeld and Nicolson, 1970. xxxii, 320 pp.

A study of student protest at the LSE in 1967 by staff from the departments of statistics and social administration. The study took the form of a questionnaire to all students. "The questions fell into three main areas: participation...during the crisis, attitudes towards these events, and those attitudes and characteristics of students potentially associated with support for the demonstrations." The third category included family and educational background, politics, courses of study, etc. The authors found support for the student protest to be quite widespread, and even active participation was high, with one-third of students sitting in and one-half participating in the lecture boycott. Political affiliation was the outside factor most firmly correlated with support or rejection of student action. An interesting and informative study of an early instance, perhaps the first contemporary instance in Britain, of large-scale student protest. For an account of the events from the viewpoint of the LSE administration, see Kidd (1969).

494. Blau, Peter M. The Organization of Academic Work. New York: John Wiley and Sons, 1973. xvii, 310 pp.

Based on quantitative empirical data on 115 American universities and colleges, this work focuses on the organizational dilemma created by the growth of higher education and the tendency of large academic institutions to develop complex administrative machineries. The findings stress that large academic institutions tend to be less bureaucratic than small ones.

495. Blissett, Marlen. Politics in Science. Boston: Little Brown and Co., 1972. 229 pp.

A study focused on the growing complexities of a science and technology based polity. The author shows that the American political system has moved from a liberal to a bureaucratic model and is now evolving toward a "post-industrial" model. This transformation has been accompanied by a weakening of science's autonomy. Scientists may overcome this trend by becoming a political force of their own. But political activism only weakens their professional autonomy.

496. Bloland, Harland G. Higher Education Associations in a Decentralized Education System. Berkeley: University of California, Center for Research and Development in Higher Education, 1969. vi, 209 pp.

This study analyzes patterns of interorganizational relationships in U.S. higher education, focusing on voluntary associations as channels and instruments of informal influence both down from the federal capital in Washington to the dispersed institutions at the operating level, and back up from that level to the center. The changes observed--largely in the direction of closer ties among groups and with Washington--are seen as the result of environmental factors, including the growing involvement of the federal government with higher education. Yet the system remains highly decentralized and the integrative role of voluntary groups becomes ever more significant. (Cf. L. R. King, 1975.)

497. Boalt, G., H. Lantz, and E. Ribbing. Resources and Production of University Departments: Sweden and the U.S. Stockholm: 1972.

A study of resource allocation, both teaching and research, within academic departments, as affected by social and other factors. The organizing idea is

that departments have inconsistent goals and cannot stress each goal to the same degree. Teaching and research are the dominant competitors for resources. Data also show peripheral matters such as the fact that groups on the fringes of our system of higher education, such as lower income groups and women, are always hurt most in times of contraction of the educational system.

498. Boussard, Isabel, "La Participation des Etudiants aux Elections Universitaires en France (1970-1973)," Revue Française de Science Politique, Vo. 24, No. 5 (October 1974), pp. 940-65.

Competent analysis of patterns of student participation in French university elections between 1969 and 1973. IB provides solid empirical evidence of the decline and subsequent stabilization of rates of student participation at low levels. She explains this phenomenon in terms of the size of the institution, its geographical location, and the objective of the course of studies selected by the students. She concludes that student electoral behavior reflects to a considerable extent patterns of integration within the university system.

499. Brooks, Glenn E., "Administrative Modernization in British Universities," Universities Quarterly, Vol. 27 (Autumn 1973), pp. 431-56.

A description and interpretation of the sources, nature, and consequences of the administrative modernization of British universities from the vantage point of a general model. The article stresses eight aspects of the modernization process: 1) there has been an absolute growth in the size of British university administrative budgets, but not out of proportion to growth in other areas of university operations; 2) there is increasing differentiation and specialization within university administration; 3) it is becoming increasingly professionalized; 4) faculty and student participation in policy bodies dealing with administrative affairs has significantly increased; 5) there is a shift from qualitative to quanitative premises for resource decisions; 6) there is a corresponding shift from privacy to openness in disclosure of premises for decision, though not always accompanied by greater openness in actual deliberations; 7) universities have made only limited use of analytic procedures such as PPBS; and 8) British universities have shifted from operation as isolated institutions to functioning operation as members of an integrated national university system. According to GEB this process has been slow and incremental and is by no means firmly established.

-- Burn, Barbara B., ed. The Emerging System of Higher Education in Italy: Report of a Seminar. New York: International Council on Educational Development, 1973. ii, 68 pp.

For full annotation, see entry No. 143.

500. Burns, Gerald P. Trustees in Higher Education: Their Functions and Coordination. N.p.: Independent College Funds of America, 1966. xv, 194 pp.

"This study presents in logical sequence the history, current status, and future possibilities of the trusteeship. It describes the scope of higher education, its governance, its administration, and the specific responsiblities of board members. It concludes with some speculation about the future of the trusteeship and higher education."

501. Campbell, P., "Affluence, Academic Autonomy and University Government," Political Studies, Vol. 23 (June-September 1975), pp. 18-28.

"During its period of expansion since the 1940s the British University system has remained essentially academic. Expansion has increased the freedom of academics despite the increased dependence of the university on the state. Universities have done little in the non-academic field because of the importance of academic autonomy in national discussions on the character of higher education and the role of the universities. However, there has been increased state intervention motivated by the principle of public control of public subsidies, the need to view higher education as one part of the system, and the nature of the power of regional authorities over universities in their area."

502. Caplow, Theodore, and Reece J. McGee. The Academic Marketplace. New York: Basic Books, 1958. x, 262 pp.

This classic and entertaining work sets out to assess what Jacques Barzun describes in the introduction as "a profession in which one is hired for one purpose, expected to carry out another, and prized for achieving a third: teaching, research, prestige." It is a study of the selection, promotion, and performance of university professors in the United States, and the three variables are indeed found to be quite unrelated to each other, "besides being incommensurable per se" (Barzun). The project comprised the liberal arts departments of ten major universities, focusing on all professorial vacancies and replacements in a two-year period; over two hundred such cases were probed, through structured, open-response interviews. The authors devote considerable attention to what they see as a virtually anarchic system of academic government, "a system of loose-lying power" which leads to "an extraordinarily high incidence of conflict." The book remains highly informative, but some of its recommendations for reform have become common practice, while the inapplicability of others can be accounted for by the publication date: the authors can actually speak of their marketplace as a "seller's market." Gone are the days!

503. Carnegie Commission on Higher Education. Governance of Higher Education: Six Priority Problems. New York: McGraw-Hill, 1973. x, 249 pp.

In these recommendations, the Carnegie Commission points out that the governance system of higher education in the United States has recently been subjected to greater challenge than in most prior periods, despite its general effectiveness and accomplishments. The influence of external authorities has increased, as institutional independence has declined; student involvement has grown very modestly, despite faculty skepticism. The commission urges consideration of ways to consolidate institutional autonomy, through judicious restraint on the part of boards of trustees and committed leadership by presidents. The implications of the spread of collective bargaining must be carefully considered.

-- Carnegie Commission on Higher Education. Priorities for Action: Final Report of the Carnegie Commission on Higher Education. New York: McGraw-Hill, 1973. 242 pp.

For full annotation, see entry No. 158.

504. Carnegie Council on Policy Studies in Higher Education. Faculty Bargaining in Public Higher Education. A Report and Two Essays. San Francisco: Jossey-Bass, 1977. viii, 191 pp.

In its report, the Carnegie Council makes recommendations in three areas which it feels are critical to maintaining academic control of academic matters and ensuring adequate institutional independence from governmental oversight. First, the election or representation unit "should be limited to faculty members on an individual campus," to ensure that they can opt out (the unit or arena within which bargaining takes place can and often will be much larger). Second, academic matters should generally be excluded from the scope of bargaining. Finally, governing boards (rather than state governments) should be designated as the employer for the process of bargaining. In the first essay, Joseph Garbarino reviews "State Experience in Collective Bargaining," based on first-hand observation in seven major states. In the second essay, David E. Feller and Matthew W. Finkin discuss issues relating to state legislation, including the election unit, the structure of bargaining, and the scope of bargaining. (For a more general study, see Garbarino, 1975.)

505. Carnegie Foundation for the Advancement of Teaching. The States and Higher Education: A Proud Past and a Vital Future: A Commentary of the Carnegie Foundation for the Advancement of Teaching. San Francisco: Jossey-Bass, 1976. xvi, 94 pp.

A detailed and informative assessment of current patterns of support and regulation of higher education by American state governments. The report stresses the diversity of state higher education systems in terms of size, enrollments, expenditures, patterns of campus governance and state coordination, and ratios of public to private institutions. While praising the accomplishments of the states in higher education, the commission calls for the elimination of surpluses in the production of Ph.D.s and in teacher training and criticizes the inadequacy of open access and scholarship programs in some states.

506. Carr, Robert K., and Daniel K. VanEyck. Collective Bargaining Comes to the Campus. Washington, D.C.: American Council on Education, 1973. 314 pp.

Examines the development of collective bargaining by academic staff at four-year colleges and universities in the United States since 1969. The changes in federal and state laws that made this development possible and the application of the law to higher education by federal and state labor boards are analyzed through extensive accounts of the circumstances surrounding the turn to faculty bargaining at a number of institutions. Details are given of the way in which appropriate bargaining units have been determined, the role of the labor organizations and of faculty dissatisfactions, permissible activity by administrators during the precampaign period, the negotiation and administration of contracts, and the operation of grievance-arbitration systems. The concluding chapter weighs the impact of staff bargaining on institutions and on the academic profession. Bargaining by academic staff is recognized as a model of labor relations likely to remain. The possiblity of other models offering alternatives to people in academic life as they cope with problems of educational policy and purpose, financial stability, and external interference that are now besetting their institutions is also examined.

507. Centre for Educational Research and Innovation. Development of a Model for Some Aspects of University Policy. Technical Report. Paris: Organization for Economic Cooperation and Development, 1971. 139 pp.

Report presenting a method to calculate the need for academic staff per faculty,

based on educational programs and the number of students. The analysis draws on the experience of the Catholic University of Nijmegen.

508. Centre for Educational Research and Innovation. Subject Field and Regional Variations in Student/Staff Ratios. Academic Programmes and Recurrent Expenditures. Paris: Organization for Economic Cooperation and Development, 1971. 69 pp.

Drawing on a questionnaire survey, this monograph provides insights into the use of resources available to different university departments in various geographical regions.

509. Centre for Educational Research and Innovation. University Decision Structures. Technical Report. Paris: Organization for Economic Cooperation and Development/Centre for Educational Research and Innovation, 1971. 41 pp.

Papers examining 1) the designing of alternative structures for the University of Copenhagen and problems of professional management in a university setting; and 2) budgetary planning decision processes in the universities of California and Copenhagen.

510. Chalendar, Jacques De. Une Loi pour l'Université. Paris: Desclée de Brouwer, 1970. 269 pp.

A detailed analysis of the legislative process that led to the adoption of the 1968 Orientation Act of Higher Education. Focusing on the interaction of major political actors, JDC argues that the Orientation Act's most innovative features had to be trimmed off in order to meet the approval of key legislators and interest groups. The book also includes a few chapters describing the first year of implementation of the reform within the same pluralist vein.

511. "City University of New York: Mass Dismissals Under Financial Exigency," AAUP Bulletin, Vol. 63 (April 1977), pp. 60-81.

A report by an ad hoc committee of the American Association of University Professors (AAUP) assessing the unprecedented, massive dismissals of non-tenured teaching staff at CUNY in 1975-76, culminating in August 1976, under severe budget cuts resulting from the near-bankruptcy of New York City in 1976. The report criticizes the inadequacy of notice given, of faculty participation, and of provisions for appeal and due process.

512. Clark, Burton R. Academic Power in Italy: A Study of Bureaucracy and Oligarchy in a National University System. Chicago: University of Chicago Press, 1977. xi, 205 pp.

A wide-ranging and incisive analysis of academic organization in Italy in its societal context, applying concepts such as guild, bureaucracy, oligarchy, and professionalization. Although formally under national bureaucratic control, the Italian system is highly fragmented and balkanized, through the persistence of professorial guilds of medieval origin. In its Italian variant, the academic guild combines extreme professorial autocracy--personal subordination of junior staff and students to a professor--with pronounced collegiality--loose collective rule by professors alone at the faculty level. The oligarchical authority of the most powerful professors extends to the national level, largely through elected committees controlling appointments and other key policy areas, and largely dominates the national bureaucracy. The persistence of guild forms

in Italian universities, albeit extreme, sheds light on their presence elsewhere on the European continent and--in attenuated versions--in the Anglo-Saxon world. The guild, with its stress on the autonomy of the fully certified expert, BRC argues, remains an indispensable element in the organization of academic and professional life.

513. Clark, Burton R., and Ted I. K. Youn. Academic Power in the United States: Comparative Historical and Structural Perspectives. Washington, D.C.: The American Association for Higher Education, 1976. 53 pp.

This excellent short monograph explores the general nature of academic power in the United States from a cross-national, historical, and structural perspective. On the basis of this discussion, the authors identify various types of authority found in educational systems, categorize them in terms of their "internal integration," and distinguish between 1) personal rulership (professorial); 2) collegial rulership (professorial); 3) guild authority; 4) professional authority; 5) bureaucratic authority (institutional); 6) charismatic authority (institutional); 7) trustee authority (institutional); 8) bureaucratic authority (governmental); 9) political authority; and 10) national academic oligarchy. In the last section, they examine the consequences of differing patterns of national organizations with special attention to the persistence of institutional inequalities, the formation of corporate identities, the facilitation of scientific progress, and the maintenance of systemic flexibility and innovation. BC and TY conclude that the structure of the American system enhanced its capacity to adapt itself to changing societal demands.

514. Clark, Terry Nichols. Prophets and Patrons: The French University and the Emergence of the Social Sciences. Cambridge, Mass.: Harvard University Press, 1973. x, 282 pp.

An historical and sociological study of the context in which the social sciences developed and gained an institutional foothold in the French university. Through the example of sociology and the career of Emile Durkheim, TNC explains the French pattern of innovation in higher education through the centralization of administration and the existence of "clusters" of scholars, centered around patrons who generally held chairs in Paris, at the center of the system, and served as guiding spirits to "perhaps a dozen persons who shared a minimal core of beliefs about their work and who were prepared to collaborate to advance research and instruction in a given area."

515. Cohen, Michael D., and James G. March. Leadership and Ambiguity: The American College President. New York: McGraw-Hill, 1974. 270 pp.

The working hypotheses of this influential study are that the college presidency changed drastically in the 1960s and 1970s, the university is best defined as an organized anarchy, the presidential role is reactive, and ambiguity is a major trait of the office. The properties of organized anarchy are problematic goals, unclear technology, and changing involvement in time and effort by organization participants. The authors isolate eight different "metaphors of leadership" or images of the university's operation, in which the governance model and the presidential role are listed in that order: 1) competitive market-entrepreneur; 2) administration-manager; 3) collective bargaining-mediator; 4) democracy-politician; 5) consensus-chairman; 6) anarchy-catalyst; 7) independent judiciary-judge; and 8) plebiscitary autocracy-philosopher king. The president emerges from this study by two sociologists interested in

institutional and organizational theory as an agent of limited capabilities and thus limited responsibilities.

516. Collison, Peter, and James Millen, "University Chancellors, Vice-Chancellors and College Principals: A Social Profile," Sociology, Vol. 3 (1969), pp. 77-109.

A study of chancellors and vice-chancellors of British universities and of college principals at Oxbridge and the federal universities of London and Wales, using data (from Who's Who and similar sources) on their backgrounds and careers, covering persons in office in 1934-35, 1949-50, 1964-65, and 1966-67. Usually data for 1935 and 1967 only are presented. Complements Szreter (1968-69), which covers only vice-chancellors (and the principals of five large London colleges) for 1966-67. Over time, chancellors, who play a largely ceremonial role, have been more widely recruited. Among vice-chancellors and principals, there is a clear trend toward the selection of scientists and technologists, strengthened by the conversion of technological colleges (CATs) to universities. But in terms of educational background, the data would partly contradict Szreter's conclusion that vice-chancellorial recruitment is predominantly meritocratic, and PC and JM stress the similarities of their backgrounds with other British elites.

517. Conant, James B. Shaping Educational Policy. New York: McGraw-Hill, 1964. 135 pp.

Concerned with the tendency of American universities to turn to the federal government for leadership and financing, JBC argues that university administrators should instead relate to state legislatures and boards of trustees, relying on master plans to coordinate higher education institutions.

518. Conseil Economique et Social. L'Organisation et le Développement de la Recherche dans les Établissements d'Enseignement Supérieur. Paris: 1978. 128 pp.

A report of the Economic and Social Council prepared at the request of the government. Evaluates the organization and performance of French university research. The conclusions of the rapporteur (Alain Bienaymé) are generally pessimistic: the quality of the research output of French universities is "uneven"; the institutional framework for the formulation and conduct of coherent research policies within the universities is weak; research activities are inadequately funded and poorly related to the economy of the region and the nation; and organic links between the universities and the Grandes Écoles are still virtually nonexistent. The report calls for the elaboration and adoption of a framework law which would seek to resolve these structural and functional problems.

519. Cornford, F. M. Microcosmographica Academica: Being a Guide for the Young Academic Politician. Cambridge: Bowes and Bowes, 1949. 24 pp.

Undoubtedly the finest guide to academic politics ever published or likely to be; since its first edition in 1908, it has remained as timely as ever. Though its most famous sentence is a definition not strictly political ("A lecturer is a sound scholar, who is chosen to teach on the ground that he was once able to learn"), the explication of political principles is clear and accurate. For example: "The principle of the wedge is that you should not act justly now for fear of raising expectations that you may act still more justly in the future." "The principle of the dangerous precedent is that you should not now

do an admittedly right action for fear you, or your equally timid successors, should not have the courage to do right in some future case."

520. Corson, John J., ed. The Governance of Colleges and Universities. Modernizing Structures and Processes. (Revised edition). New York: McGraw-Hill, 1975. xi, 297 pp.

This revised edition of a book first published in 1960 examines the role of trustees, presidents, deans, department heads, faculty, and students in university policy processes related to educational programming, research, the provision of services, finance, and personnel. JC stresses that the university will not be able to perform its economic, social, and cultural functions adequately without a modernization of its mode of governance, which has been eroded and weakened by two decades of environmental changes.

521. Crouch, Colin. The Student Revolt. London: The Bodley Head, 1970. 251 pp.

Part one describes the development of British student protest, concentrating on the LSE from 1965-69; CC participated on the moderate student wing. The remainder analyzes the revolt, considering it as part of a more widespread reaction to what revolutionaries see as a "class-ruled technocratic state." This broader movement by the new left attacks the "traditional trinity of capitalism, imperialism, and reaction," as well as establishment liberalism and racism. CC attempts to combine his personal experience with a sociological approach but readily admits that his data do not allow great precision. For an administration view, see Kidd (1969).

-- Crozier, Michel. The Bureaucratic Phenomenon. Chicago: The University of Chicago Press, 1964. x, 320 pp.

For full annotation, see entry No. 178.

-- Crozier, Michel. La Société Bloquée. Paris: Editions du Seuil, 1970. 251 pp.

For full annotation, see entry No. 179.

522. Daalder, Hans, "The Dutch Universities between the 'New Democracy' and the 'New Management,'" Minerva, Vol. 12 (1974), pp. 221-57.

A detailed description and evaluation of the formal provisions and the initial implementation of the University Government Reorganization Act, enacted by the Dutch Parliament in 1970. The act granted extensive participation by students and nonacademic staff: up to nearly two-thirds of the total membership of the university council, up to one-half of the membership of faculty councils, and up to nearly one-half on the boards of vakgroepen (roughly equivalent to subject departments). These quotas, treated by the act as firm maximums, have in effect been disregarded in numerous faculties and disciplines, and students have emerged as the dominant group in some cases. In this ambiguous and evolving situation, tensions within and among groups, and conflicts among electoral, political, and professional considerations have been commonplace. HD cautions that these trends "are still far from universal in Dutch universities"; they are strongest in the social science and theological faculties, less

evident in law and letters, and weak elsewhere. Yet he regards them as serious; they threaten the standards, role, and status of the university, and they reduce its capacity to adapt to new societal demands through more effective management. By perhaps the leading Dutch political scientist, the article is the best single treatment of recent structural reforms in any European nation. (Also in Seabury, 1975.)

-- Dahrendorf, Ralf, "Starre und Offenheit der deutschen Universität: Die Chancen der Reform," Archives Européennes de Sociologie, Vol. 3 (1962), pp. 263-93.

For full annotation, see entry No. 18.

523. Dallinger, Peter, "Ein guter Kompromiss: Zum Inkrafttreten des Hochschulrahmengesetzes," Deutsche Universitätszeitung/Hochschuldienst, 2nd January edition (1976), pp. 34-41.

A detailed analysis of the substance of the Federal Framework Law for Higher Education enacted by the West German legislature at the end of 1975. PD, an official in the Federal Ministry for Education and Science, analyzes the legal and political background to the law in some detail, and he stresses the efforts of a relatively small number of politicians--at both the federal and the state levels--to bring about a compromise on the major issues, notably participation in decision-making, access to higher education, and the academic staff structure. PD interprets this compromise as satisfactory, all considered. (For a somewhat more critical review, see Schenck, 1976.)

524. De Baecque, Francis. La Situation des Personnels Enseignants des Universités. Éléments de Réflexion pour une Reforme. Paris: La Documentation Française, 1974. 73 pp.

Report of a study group set up by the education minister in 1973 to explore the possibility of reforming the legislative statute of university teachers in France. Calls for greater homogeneity and a simplification of that statute within the framework of the universities' autonomy and the legislative texts relating to state functionaries. The report also presents useful data on the changing structure of the academic staff in France and brief summaries of the legislative condition of teachers in West Germany, Italy, the Netherlands, Great Britain, the United States, and Sweden.

-- Décaunes, Luc, ed. Réformes et Projets de Réforme de l'Enseignement Français de la Révolution a Nos Jours, 1789-1960: Etude Historique, Analytique et Critique. Paris: Institut Pedagogique National, 1962. 419 pp.

For full annotation, see entry No. 186.

525. Demerath, Nicolas J., Richard W. Stephens, and R. Robb Taylor. Power, Presidents, and Professors. New York: Basic Books, 1967. viii, 275 pp.

Focusing on patterns of power in the American university, the authors seek to analyze how "the requisites of organization and the needs of academicians [can] be accommodated." University governance rests on the mutual responsiveness of two organizational structures: the bureaucratic or administrative and the collegial or professional (consisting primarily of the teaching staff). A first section on the university presidency is based on a survey of forty-five major colleges and universities; it explores how trustees choose the top

executive and assesses the often conflicting internal and external roles which he must play. The second section studies the process of executive succession at the University of North Carolina and its consequences for administrative style. The final, main part reports data from a survey of thirty departments at five major universities, showing that they are fairly collegial in structure, with collegiality related positively both to feelings of satisfaction on the part of individual professors and to their assessment of departmental reputation.

-- Devèze, Michel. Histoire Contemporaine de l'Université. De Pékin à Berkeley en Passant par Paris. Paris: Société d'Edition de l'Enseignement Supérieur, 1976. 461 pp.

For full annotation, see entry No. 190.

526. Dodds, Harold W. The Academic President: Educator or Caretaker? New York: McGraw-Hill, 1962. 294 pp.

A study of the roles and leadership styles available to university presidents in their functional, educational, organizational, and political environments. Underlines the inevitable involvement of state university presidents in the political process.

527. Domes, Jurgen, and Armen Paul Frank, "The Tribulations of the Free University of Berlin," Minerva, Vol. 12, No. 2 (Summer 1975), pp. 183-99.

An account of Berlin's Free University, with emphasis on reforms of 1967 (curricular, teaching staff, administrative), the effect of the Parliament Act of West Berlin in 1969 based on the "philosophy of participation, compromise and political influence," and the ensuing difficulties. Finds changing political composition in the university among four strata--students, non-teaching staff, junior faculty, and professors in permanent appointment. Describes the development of opposition to these changes on behalf of academic standards and academic freedom and concludes pessimistically that the restoration of academic standards is still only a remote possibility.

528. Duff, James, and Robert O. Berdahl. University Government in Canada. Report of a Commission sponsored by the Canadian Association of University Teachers and the Association of Universities and Colleges of Canada. Toronto: University of Toronto Press, 1966. vi, 97 pp.

A perceptive analysis of decision-making structures within Canadian universities, which makes excellent use of British, American, and other non-Canadian institutions as comparative examples. The two commissioners criticize above all the gulf between the lay-dominated governing board and the academic senate, conventionally responsible for financial and academic matters respectively. The president, usually the sole link between the two, is overburdened in this capacity, and his administration becomes easily estranged from the academic staff. The report stresses that general and academic affairs are usually interrelated; accordingly, it recommends closer cooperation between board and senate, fostered by membership from each body on the other, and greater reliance by the president on elected academic members of the senate in broad policy matters, rather than on vice-presidents and deans appointed by him.

529. Duhamel, Serge, and Pierre Segaud. Les Constructions Scolaires et Universitaires. Paris: Berger-Levrault, 1969. 332 pp.

Useful and informative guide to the increasingly complex and numerous regulations and procedures used in the French administration for the construction of school and university buildings.

530. Duryea, E. D., Robert S. Fisk, et al. Faculty Unions and Collective Bargaining. San Francisco: Jossey-Bass, 1973. xvi, 236 pp.

A relatively early collection of articles by authorities in the field of collective bargaining in higher education in the United States, including Garbarino, Finkin, Angell, and Mortimer. (For a more extensive study, see Garbarino, 1975.)

531. L'Education Nationale. Le Ministère. L'Administration Centrale. Les Services. Published under the direction of Jean-Louis Crémieux-Brilhac. Paris: Presses Universitaires de France, 1965. xii, 760 pp.

Comprehensive overview of the organizational and administrative aspects of the French educational system in the mid-sixties. There are many redundancies and discrepancies in the views expressed by the articles included in this massive study. The contributors seem to agree, nevertheless, that the democratization of French education and its adaptation to economic and technological progress require a major effort of structural modernization.

-- Embling, Jack. A Fresh Look at Higher Education. European Implications of the Carnegie Commission Reports. Amsterdam: Elsevier, 1974. xi, 263 pp.

For full annotation, see entry No. 205.

532. Epstein, Leon D. Governing the University. San Francisco: Jossey-Bass, 1974. 254 pp.

A basic analysis of the history and problems of all levels of university government (used in place of governance), with particular emphasis on the "prestigious state university." The author, a political scientist, would reconcile the claims of academic self-government with the demands of public service. He identifies the interests, positive strengths, self-perceived limits of power, and aspirations of a number of modes of government: state agency, trusteeship, managerialism, professionalism, collective bargaining, student power, and students as individual consumers. He concludes with a plea for a pluralistic academic community. (Cf. Cohen and March, 1974; Clark and Youn, 1976.)

533. Fielden, J., and G. Lockwood. Planning and Management in Universities: A Study of British Universities. London: Chatto and Windus, 1973. 352 pp.

Based at the University of Sussex, this study was encouraged by the University Grants Committee, financed by the Department of Education and Science, and carried out by staff from Sussex and a management consulting firm. The terms of reference were "to examine the existing planning, management and budgeting systems and practices in a sample of British universities and, having considered any other management techniques and innovations of relevance, to produce recommendations in the form of a handbook of good practice which universities may find helpful in solving some of their problems." There are two broad parts: the first deals with organization and structure and functions such as information flow, planning, teaching, and research; the second covers finance

and resource allocation. Most data were gathered through field studies at five universities, including Sussex. The report is largely directed toward universities of 5,000-7,000 students (expected to be typical of British universities by 1980) and presents a host of specific recommendations, which are summarized chapter-by-chapter at the end.

534. Final Report of the Committee of Enquiry into the Governance of the University of London. London: University of London, 1972. 258 pp.

This committee was set up in June 1970 by the University Grants Committee and the University of London, to advise on the future of the university as a federally structured institution (a recurrent concern throughout its history). The committee recommended that the federal structure should be retained, in order to ensure the best use of resources and to maintain academic standards, but also that some power should be returned by the constituent colleges to the university. More specific proposals included the establishment of a university joint planning committee, making the principal responsible to a full-time vice-chancellor, and greater participation by staff and students in university governance.

535. Finkin, Matthew W., "Collective Bargaining and University Government," AAUP Bulletin, Vol. 57 (June 1971), pp. 149-62.

The thesis of this closely documented article by a regional officer of the AAUP is that collective bargaining may not necessarily have a "negative impact on the exercise of the faculty's authority as a faculty."

536. Finn, Chester E., Jr., "Federal Patronage of Universities in the United States: A Rose by Many Other Names?" Minerva, Vol. 14 (Winter 1976-77), pp. 496-529.

A lucid, comprehensive overview of the many diverse federal programs supporting American higher education, including such indirect measures as tax relief. Annual direct payments amount to some $15 billion, fully two-thirds of which goes to various forms of student aid; this is not only by far the largest portion of the total, but the fastest-growing as well. Some nine out of ten institutions thus receive the bulk of their federal money through student aid, although it is rarely a large proportion of their budgets. Otherwise, most federal funds support research and development in various ways: the bulk of this goes to the large research universities, supplying a major portion of their budgets. Both Congress and the executive have clearly opted for restricted, "categorical" aid, to be channelled mainly through individual students, rather than general institutional aid. Nonetheless, CEF criticizes the disorderliness of the provisions, especially those for students.

537. Fomerand, Jacques F., "The French University: What Happened After the Revolution?" Higher Education, Vol. 6 (February 1977), pp. 93-116.

French universities have followed certain trends already apparent in other Western European nations: their operation and governance have been democratized, bureaucratized, and politicized; their social function is shifting towards greater vocationalism and professionalism, while curriculum issues have overshadowed structural problems since 1968.

538. Fomerand, Jacques, "Policy-Formulation and Change in Gaullist France: the 1968 Orientation Act of Higher Education," Comparative Politics, Vol. 8, No. 1 (October 1975), pp. 58-89.

Careful and detailed study of the genesis, formulation, and implementation of university reform in 1968 in France, evaluating the usefulness of theories of decision-making and change. JF argues that the "stalemate society" model provides a distorted image of French patterns of decision-making and university change and describes higher education reform in terms of an amended version of the pluralist-incremental model.

-- Fomerand, Jacques, "The Politics of Innovation: The Open University," Western European Education, Vol. 8, Nos. 1-2 (Spring-Summer 1976), pp. 121-50.

For full annotation, see entry No. 212.

539. Fournière, Michel de la, and François Borella. Le Syndicalisme Etudiant. Paris: Editions du Seuil, 1957. 190 pp.

A classic history of student syndicalism in France stressing that students should be considered as wage earners and, as such, should receive a salary and/or a financial allowance.

540. Friedeburg, Ludwig von, et al. Frei Universität und politisches Potential der Studenten: Uber die Entwicklung des Berliner Modells und den Anfang der Studentenbewegung in Deutschland. Neuwied: Luchterhand, 1968. 601 pp.

An important work, with four parts. First, a study of the political attitudes of students at the Free University in Berlin (in 1964, prior to the crisis there), which is a partial replication of an earlier study of Frankfurt students (cf. Habermas, 1961). Berlin students are found to be more democratic in orientation: 41 percent are committed democrats (30 percent in Frankfurt); 50 percent are formal democrats (48 percent); and 9 percent (22 percent) are authoritarian. Two further sections, making up the bulk of the book, analyze exhaustively the development of academic governance at the Free University and students' involvement in it. The FU was founded in 1948 in opposition to increasingly repressive conditions at the Humboldt University in East Berlin, and partly due to the active role students played, they were given two seats in each of the academic organs (academic senate and the faculties), with voting rights. This "Berlin Model" was never emulated in the Federal Republic proper, and this study describes how it was progressively undermined in Berlin, to the point where students in fact had virtually as little influence as they did elsewhere. Then, starting in 1964, clashes with the academic and political authorities in Berlin led eventually to the demonstration in June 1967 at which a student was killed by police, triggering the spread of unrest to the rest of Germany. A final section of the book analyzes the reaction of the German mass media to these later developments. The authors' evident sympathy for the Berlin students does not substantially affect the objectivity of the study. It is likely to remain the best account of the development of the Free University (through 1967) for some time.

541. Fuhrig, Wolf D., "A Quasi Union: West German University Association," Industrial Relations, Vol. 5 (1965), pp. 116-27.

A study of the genesis, pressure techniques, and policy actions of the German University Association in matters of salaries and collective bargaining. WDF shows that the Association lacks some of the essential ingredients of conventional unions. However, he argues that "the need for unionization of university teachers has been demonstrated so unmistakably in the post war years that the Association is bound to become stronger and more like an ordinary union." Subsequent developments have essentially confirmed this prediction.

542. Fuhrig, Wolf D. "State and University in the Federal Republic of Germany." Unpublished Ph.D. dissertation, Columbia University, 1966 (University Microfilms, 1967). v, 248 pp.

A straightforward, detailed overview, based largely on published sources, of the development of relationships between governments and universities in the first fifteen years of the Federal Republic. WDF concludes that, on the whole, the universities succeeded in imposing "their strong pre-Nazi tradition upon the young state." The full professors retained their accustomed prerogatives, and policy-making authority was largely shared between them and government bureaucrats in the states (Länder). The West German Rectors Conference and the University Association (Hochschulverband) are portrayed as representing the professors' interests, and their interactions with the conference of state ministers of education and the federal government are analyzed, most notably in the extended controversy over the system of professorial remuneration. Altogether, the attention given to the financial side of university policy is the most original aspect of this solid study.

543. Garbarino, Joseph W. Faculty Bargaining: Change and Conflict (Carnegie Commission on Higher Education). New York: McGraw-Hill, 1975. 278 pp.

Organizations patterned on models of industrial unions to represent faculty in negotiations with colleges and universities on matters of compensation and working conditions developed primarily as a product of faculty activism in the 1970s. The author monitored the development by campus visits, interviews with participants, on-site observation of meetings and conferences, collection and analysis of contracts and other written material, and compilation of statistical material. Contains a chapter on academic unionism in Great Britain. Traces patterns of faculty representation in governance and organization; analyzes relationships between parties in collective bargaining, including a separate chapter on community colleges. Concludes that the most important change unions have brought about is an effective grievance procedure. Suggests that the law perhaps protects faculty tenure better than the union, although the union has succeeded in extending near tenure to groups of academic employees without previous job security. While lower-paid faculty have benefited in salary from union activity, and faculty in community and state colleges have narrowed the salary gap with the universities, it may be that these changes would have occurred without the pressure of the unions. Probably the best overall book yet on collective bargaining by faculty.

544. Gardner, David P. The California Oath Controversy. Berkeley: University of California Press, 1967. xi, 329 pp.

A detailed and meticulous study of the 1949-52 conflict stemming from a loyalty oath required of all staff at the University of California. DPG interprets the controversy as "a power struggle," with the Board of Regents--as the university trustees--and the academic staff as the chief protagonists. Beyond the oath, the board maneuvered to force the faculty to accept a policy barring communists from the university, while divisions arose among professors over how best to defend their interests and minimize damage to the university. Although in the end the nonsigners were reinstated by court order, the conflict left a deep residue of bitterness and mistrust.

-- Geiger, Roger L., "The Second Cycle Reform and the Predicament of the French University," Paedagogica Europaea, Vol. 12, No. 1 (1977), pp. 9-22.

For full annotation, see entry No. 219.

545. Gerber, Hans. Das Recht der wissenschaftlichen Hochschulen in der jüngsten Rechtsentwicklung. Tübingen: Mohr, 1965. Vol. I: Text; Vol. II: Notes. xvi, 275, 467 pp.

A meticulous account of university law in West Germany, from 1945 to 1965. In contrast to Thieme (1956), which provides a cross-sectional view of postwar university structure and the legal principles on which it is based, HG traces the development of legal provisions for the various states and for specific newly founded or restructured institutions, with attention to the federal level as well as such areas as academic personnel. Virtually without exception, these developments served to restore, consolidate, or (at most) marginally adjust university structures as they had existed in pre-Nazi days. The work is a useful supplement to Thieme.

546. Gerbod, Paul. Les Enseignants et la Politique. Paris: Presses Universitaires de France, 1976. 160 pp.

Excellent overview of the political orientations and political culture of French teachers in primary, secondary, and higher education between 1899 and 1974. PG examines the characteristic political commitment of the French teacher to the Left, with particular attention to his anticlericalism, pacifism, and faith in science and progress. Gerbod also stresses the political fragmentation of teachers and discusses their growing unionization as well as the activities and influence of Marxist university instructors. He concludes that the overwhelming orientation of French teachers toward the Left reflects a deeply resented low status rather than a genuine commitment to change.

547. German Universities Commission. Report on the German Universities. New York: International Council on the Future of the University, 1977. 48 pp. (Reprinted with comments in Minerva, Vol. 16, Spring 1978, pp. 102-148.)

This report, like other ICFU-sponsored ventures (e.g. Seabury, 1975), views the situation in West German universities as a pronounced (and alarming) manifestation of trends evident elsewhere, such as the expansion of higher education in accordance "with the needs of mass egalitarian democracies" and the advent of structures "to permit broader participation in internal government" (p. 105). Basing their admittedly "impressionistic" (p. 139) conclusions on a sojourn of less than two weeks, the six scholar-commissioners emphasize the "radicalization" and "politicization" of the German universities, which they see as a consequence of granting participation to all internal groups (the "group principle: or Gruppenprinzip). The report implies that this principle has generally been implemented in the form of tripartite parity (Drittelparität) among the three broad groups of teachers, students, and non-academic personnel. In fact, except in the case of the new University of Bremen (Vring, 1975), reforms nearly always divide junior and senior academics into distinct groups and most often have given the majority of votes to the latter (cf. Albers, 1968). The Federal Framework Law of 1976 has made this dominance by senior professors mandatory, thereby outlawing any true equality among groups, contrary to the authors' insinuation that the law merely provides latitude for the German states "to avoid the worst effects of the rule of parity" (p. 130). Beyond such disregard for facts, the report both exaggerates the spread of politicization and implies that it is altogether the most critical problem confronting the German university. Thus other issues mentioned, such as the increasing influence of civil governments, regimentation of admissions, academic counselling, and job placement, play a relatively secondary part in the report as a whole.

548. Giles, Geoffrey J. "The National Socialist Students' Association in Hamburg, 1926-1945." Ph.D. dissertation, Cambridge University, 1975. 341 pp.

Documents how the Nazi students' movement, whose radicalism and strength have always been considered an indication of its success in indoctrinating the student body, in fact had constant difficulty in asserting itself in the face of overwhelming student apathy. Suggests that the professoriate managed often to hold its own against Party intrusions.

-- Gilpin, Robert. France in the Age of the Scientific State. Princeton, N.J.: Princeton University Press, 1968. 474 pp.

For full annotation, see entry No. 222.

549. Gladieux, Lawrence E., and Thomas R. Wolanin. Congress and the Colleges. The National Politics of Higher Education. Lexington, Mass.: D. C. Heath and Company, 1976. xiv, 273 pp.

A detailed political science study narrating the genesis, enactment, and consequences of the Education Amendments of 1972 within their historical, intellectual, and social context. Focusing on higher education policy as a "subgovernment," the authors provide useful insights and information about the nature of the policy process. They stress its incremental and pluralist character.

550. Glenny, Lyman A., "The Anonymous Leaders of Higher Education," Journal of Higher Education, Vol. 43 (1972), pp. 9-22.

A small group of officials both inside and outside the university inconspicuously exert a significant degree of influence on policy-making for American higher education. They are found among the staffs of the business manager, bureaus of research and analysis, accrediting agencies, state coordinating boards, and state budget offices.

551. Glenny, Lyman A. Autonomy of Public Colleges: The Challenge of Coordination. New York: McGraw-Hill, 1959. 325 pp.

One of the first detailed studies of state-level coordination of higher education in the US, dealing with twelve states. Displays a strong preference for voluntary forms of state agency coordination.

552. Glenny, Lyman A., John Shea, Janet Rule, and Katherine Freschi. Presidents Confront Reality: From Edifice Complex to University without Walls. San Francisco: Jossey-Bass, 1976. 261 pp.

Prepared for the Carnegie Council on Policy Studies in Higher Education, this study presents the results of a national survey conducted among college and university presidents in the United States. Discusses the ways institutions of higher education adjust to new conditions but also contains information on institutional governance, curriculum, administrative technologies, admissions, financing, and academic personnel.

553. Goldschmidt, Dietrich, ed. Demokratisierung und Mitwirkung in Schule und Hochschule: Kommissionsbericht. Demokratisierung und Mitwirkung im Bildungswesen Schwedens und der Bundesrepublik Deutschland, Vol. 1. Braunschweig: Westermann, 1973. 253, 269 pp.

This is the report of dual commissions on "democratization and participation in the educational systems of Sweden and the Federal Republic of Germany," appointed by the respective governments. This report deals with both primary-secondary and higher education. It provides background discussion of the history, politics, and social development of the two countries, as well as a brief analysis of the concept of participation. Data for the substantive sections were gathered through unstructured interviews, often with groups. Altogether the study provides reasonably good general portrayals of recent participatory structures and their operation in universities in the two countries, with considerably more detail on Germany (with individual accounts of six institutions visited). Themes include the participation of students, junior staff, and nonacademic staff, conflict vs. consensus, and the question of efficiency. For a partial summary in English, see Goldschmidt's article in Higher Education, Vol. 5 (May 1976).

554. Gretton, John. Students and Workers: An Analytical Account of Dissent in France May-June 1968. London: Macdonald & Co., 1969. 320 pp.

Divided into three parts: "The Student Revolt," "The Worker's Revolt," and "The Political Aftermath"; includes a variety of documents and charts. Noting the increasing social awareness of the university community, JG sees the student disorders as a part of a more general social malaise, confirmed in the French case by the extension of the revolt. He concludes that the protest against the circumstances of Western society was so extreme because of special French circumstances: a peculiarly outmoded and inflexible social order, accentuated by a rigidly centralized government, the relative newness of the social order, and the massive expansion of higher education. Since the French are peculiarly determined not to lose their "traditional status and authority" and thus resistant to long overdue changes in their society, the events are likely to have few enduring consequences.

555. Griesche, Hans-Detlef. Die Bremer Hochschulreform und die Presse: Eine Analyse der Berichterstattung 1970/1971. Bremen: Schünemann Universitäts-verlag, 1974. 144 pp.

A closely documented study of "The Bremen University Reform and the Press: An Analysis of Reporting 1970-1971." Due to its broadly participative structures and allegedly socialist orientation (but see Vring, 1975), the newly founded University of Bremen was widely attacked from the political right and by large sectors of the West German press. In the twenty-month period of this study, articles appeared at the average rate of three per day, with regional newspapers following the lead of the national Die Welt and Frankfurter Allgemeine. (Locally a key role was played by the Bremer Nachrichten, controlled--ironically--by Schünemann publishers!) HDG criticizes the reporting both for its sweepingly hostile tone and for its repeated errors of fact. The book includes extensive notes and bibliography, as well as some fifty pages of representative articles.

556. Gross, Edward, and Paul V. Grambsch. Changes in University Organizations, 1964-1971. New York: McGraw-Hill, 1974. 257 pp.

Sponsored by the Carnegie Commission and drawing on data from two in-depth surveys of academic staff and administrators at sixty-eight universities undertaken in 1964 and 1971, this study explores the effects of the disruptions of the late sixties on the universities as goal-oriented organizations. The authors find that the monolithic university system is breaking up and becoming fragmented. All groups involved in university organization believe that they have increased their power, while university decision makers (academic staff,

students, and administrators) increasingly cooperate with outside actors (regents, legislators, and the public).

557. Habermas, Jürgen. Protestbewegung und Hochschulreform. Frankfurt: Suhrkamp, 1969. 275 pp.

This collection contains JH's shorter writings on German higher education and students between 1957 and 1969. He views a sound theory of knowledge (Wissenschaftstheorie) as the indispensable foundation of any effort to reform the university. For this reason he is highly critical of the emerging "actionism" on the part of the most radical students, who in his view are blindly striving for revolution and thus playing into the hands of the conservatives. As a representative of the Neomarxism of the Frankfurt school of sociology, JH advocates that the university qua institution play a critical, active, and self-conscious role in policy-making for higher education. JH sees democratization of decision-making as a means to this, and together with Frankfurt colleagues (including Ludwig von Friedeburg, who served as Hessian Minister of Education from 1969 to 1974), he developed a rationale for participation on an equivalent basis by professors, junior staff, and students (a version of early one-third parity in all but name; cf. Albers, 1968), which is outlined in this volume. Until about 1970, JH was probably the single most important spokesman for the leftists among the professoriate. Many of them later (in 1971?) formed the Bund demokratischer Wissenschaftler (BdWi, Association of Democratic Scholars), intended as a political counterweight to the Association for the Freedom of Science (Löwenthal, 1971), although it never succeeded in that role.

558. Habermas, Jürgen, Ludwig von Friedeburg, Christoph Oehler, and Friedrich Weltz. Student und Politik: Eine soziologische Untersuchung zum politischen Bewusstsein Frankfurter Studenten. Neuwied: Luchterhand, 1961. 359 pp.

A sociological study of the political attitudes of German students, based primarily on structured, open-response interviews with a representative sample of 171 students at Frankfurt University. A long introductory analysis conceptualizes Western society as evolving from "formal" or "liberal" democracy to "material" or "social" democracy. Just under one-third of the sample was found to be fully committed to democratic institutions and practices in the latter sense; the rest were either merely formally democratic (two-fifths) or authoritarian in their attitudes. Interestingly, those students with higher democratic potential tended to come from more modest social backgrounds than the others, and were less likely to have parents or grandparents with academic secondary education. On the whole, however, the study suggested that authoritarian developments would tend to meet support rather than resistance among students. (For a later study of Berlin students, see Friedeburg, et al., 1968.)

559. Hager, Jens, et al. Die Rebellen von Berlin: Studentenpolitik an der Freien Universität. Cologne: Kiepenheuer und Witsch, 1967. 195 pp.

A narrative account of the background and events of the crisis at the Free University in Berlin, through September 1967. Written from the perspective of student representatives, it includes extensive passages from relevant documents and provides an essentially reliable report, which can serve as background for the much more extensive analysis provided in Friedeburg, et al. (1968).

-- Halsey, A. H., "British Universities," European Journal of Sociology Vol. 3 (1962), pp. 85-101.

For full annotation, see entry No. 29.

560. Halsey, A. H., and M. A. Trow. The British Academics. Cambridge, Mass.: Harvard University Press, 1971. 561 pp.

This well-known study was based on 1962 data of the Robbins Committee on Higher Education and follow-up questionnaires and interviews of the Robbins report's representative sample of British university teachers. It begins by relating the university to society and expounding the English idea of a university with the case study of Oxford. Proceeds to analyze on the basis of collected data the British academic career and academic orientations. Includes an appendix on the Colleges of Advanced Technology in transition to universities and compared on the basis of questionnaire data to the traditional universities. The parts of the Robbins questionnaire that were used in this study are reproduced. The other appendices describe research operations and index construction in producing this work.

561. Halstead, D. Kent. Statewide Planning in Higher Education. Washington, D.C.: USGPO, 1974. xxiii, 812 pp.

A massive and comprehensive handbook, intended primarily for state planning officers and university officials. Prepared under the auspices of the Department of Health, Education, and Welfare.

562. Harrison, M. J., and Keith Weightman, "Academic Freedom and Higher Education in England," British Journal of Sociology, Vol. 25, No. 1 (March 1974), pp. 32-46.

Suggests that insofar as the English system of higher education approximates increasingly in organizational pattern the American system, the former will be accompanied by a decrease in academic freedom. The high status of education, "elitist" British system is contrasted with the "expert" system of America, which promotes administrative control and has led to academic demandin the U.S. for corporate control by professors in running academic affairs similar to the position of English academics.

563. Hawes, Leonard C., and Hugo Trux, IV, "Student Participation in the University Decision Making Process," Journal of Higher Education, Vol. 45 (1974), pp. 123-34.

Drawing on survey and interview data from a large land-grant university in midwestern America and focusing on six major functions of student-faculty committees in American universities (symbolic, decision-making, representational, feedback, educational, and delay), the authors conclude that neither faculty nor student representatives have clearly defined constituencies; that student representation is relatively effective; and that its potential has yet to be fully realized.

564. Heer, Hannes, ed. Institutsreform: Modelle studentischer Mitbestimmung. Cologne: Pahl-Rugenstein, 1969. 112 pp.

Sponsored by the Association of German Students (VDS), this small volume presents documents relating to the democratization of decision-making at the lowest level of German academic administration: the institute. From 1967 on, certain attempts were made to replace traditional control by a chair-holding professor with participatory structures (often on the basis of one-third parity--Drittelparität; cf. Albers, 1968). This collection includes primarily position

papers and institute statutes, only a few of which had then actually been put into practice--notably that of the Otto Suhr Institute (political science) in Berlin.

565. Heilbron, Louis H. The College and University Trustee: A View from the Board Room. San Francisco: Jossey-Bass, 1973. xiv, 239 pp.

Written by a trustee, this book strives to identify and respond to the special problems confronting trustees as administrators of public universities. These include: "For whom or for what do the trustees hold the public trust? What is a balanced board and how is it to be achieved? What are the appropriate areas for board policy? How should the board deal with sensitive issues...? What is the academic freedom trustees are called upon to defend? How should the trustees view collective bargaining and what should they do if it comes to their institution?" LHH also presents a discussion of the relationship between university presidents and boards of trustees.

566. Hencke, David, "The Government and College Reorganisation," Higher Education Review, Vol. 9 (Summer 1977), pp. 7-18.

A succinct analysis of the role of England's Department of Education and Science in deciding on the future of teacher training colleges between 1974 and 1977. The 1972 White Paper on educational expansion gave little hint of what was to come, and the next five years saw a continual series of recalculations, on the basis of falling age cohorts and economic crises, resulting in the closure or merger of the great majority of colleges. DH ascribes the shifts and uncertainties in policy to a lack of firm political leadership at the head of the DES and its higher education branch, and to inadequate structures and procedures for advice and consultation. The forecasting of manpower and enrollment statistics was competent, as was the preparation of briefs on the fate of individual colleges, but these did not provide an adequate basis for formulating a coherent overall policy. (This study is drawn from a larger work promised by DH for 1978. See also Lukes, 1975, and OECD, Educational Development Strategy in England and Wales, 1975.)

567. Heymann, Klaus-Dieter, and Wolfgang Karcher, eds. Das Scheitern der Hochschulreform: Fallstudie zur Gesamthochschulplanung in Baden-Württemberg 1968-1975. Weinheim: Beltz, 1976. 258 pp.

Entitled "The Failure of Higher Education Reform: A Case Study of Comprehensive University Planning in Baden-Württemberg 1968-75," this book presents a number of essays critically analyzing developments in a large West German state under Christian Democratic party control since the late 1940s. Despite initially encouraging the establishment of comprehensive institutions of higher education (Gesamthochschulen) with broad consultation, the government's policy soon turned indifferent or hostile. The few foundations which did take place were not given adequate leeway and the statewide council (Gesamthochschulrat) was granted inadequate independence from the state ministry to function effectively. The authors write from a leftist perspective, yet give much more credit to a myriad of particular institutional factors--often experienced through their own involvement--than does a study such as Hirsch and Leibfried (1971), which is much more strongly rooted in a dogmatic Marxism.

568. Hirsch, Joachim, and Stephan Leibfried. Materialien zur Wissenschafts- und Bildungspolitik. Frankfurt/Main: Suhrkamp, 1971. 499 pp.

In the framework of a Marxist interpretation, this volume analyzes the development

of policy for science and higher education in West Germany, with particular emphasis on the establishment of a Science Center (Wissenschaftszentrum) in Berlin, as a semiprivate institute for policy and management studies. Also discussed are endeavors to plan the development of higher education and research through federal-state committees for university construction and educational planning; early drafts of the Federal Framework Law of 1976 (cf. Schenck, 1976) are analyzed in this context. The book is exhaustively documented, and numerous materials are included in a 210-page appendix. Yet if one does not accept the authors' fundamental assumption that the policies they discuss must be closely linked to the development of state-monopoly capitalism in Germany, then one will be skeptical of many aspects of their analysis.

569. Hochschulgesetze der Länder des Bundesrepublik. Bonn-Bad Godesberg: Westdeutsche Rektorenkonferenz, 1971. 150 pp.

Convenient reference work presenting the legislation on higher education enacted between 1968 and 1971 in the following German states: Baden-Württemberg, Berlin, Hamburg, Hessen, Nordrhein-Westfalen, Rheinland-Pfalz, and Saarland.

-- Hodgkinson, Harold L. Institutions in Transition. A Profile of Change in Higher Education (Incorporating the 1970 Statistical Report). New York: McGraw-Hill, 1971. xvii, 295 pp.

For full annotation, see entry No. 238.

-- Hofstadter, Richard, and Walter P. Metzger. The Development of Academic Freedom in the United States. New York: Columbia University Press, 1955. xvi, 527 pp.

For full annotation, see entry No. 35.

570. Hughes, John F., and Olive Mills, eds. Formulating Policy in Postsecondary Education. Washington, D.C.: American Council on Education, 1975. xiii, 338 pp.

Presents contributions by more than thirty institutional administrators, faculty, educational leaders, and representatives of federal and state governments, the Education Commission of the States, and regional agencies on such areas of concern as faculty-management relations, creative management, planning for the steady state, institutional finance policies, statewide planning, public and private tuitions, student aid, nontraditional programs, credentialing of experience, and instructional delivery systems in the United States. These analyses are set against the background of shifting social conditions and clienteles, unprecedented financial strains, and the growing role of state planning in higher education. Their common assumption is that "national, state, and institutional policies and decisions must be formulated with careful consideration to the forces at work in...society."

571. Hutchinson, Eric, "The Origins of the University Grants Committee," Minerva, Vol. 13 (Winter 1975), pp. 583-620.

A detailed historical account of the establishment of the British UGC in 1919 (cf. Berdahl, 1959).

572. Jacks, Digby. Student Politics and Higher Education. London: Lawrence and Wishart, 1975. 176 pp.

DJ is a recent past president of the NUS, currently a union executive, and a Marxist. His book describes the present condition of students, concentrating on the vast expansion of numbers and the changes in attitude in recent years. He also gives a brief history of the student movement and the NUS, and he concludes with an analysis expressing "the hope that the mass of students can be permanently won to the side of the working class." The book calls for changes in student financing, assessment and teaching methods, access, governance, curriculum, and objectives, and an end to the binary policy (cf. Robinson, 1968). The essential demand is for an egalitarian and fully accessible form of higher education that will not cater, as the expansion since the Robbins Report (1963) has done, to the servicing of a capitalist class. See also Crouch (1970) and Ashby and Anderson (1966).

573. Jacobsen, Hans-Adolf, and Hans Dollinger, eds. Die Deutschen Studenten: Der Kampf um die Hochschulreform. Eine Bestandsaufnahme. Munich: Deutscher Taschenbuch Verlag, 1969.

Expanded edition of a useful source on "The German Students: The Struggle for Reform of Higher Education." Includes a chronology of events from 1945 to October 1969 (with emphasis on 1966-69); information on recent statutory and legislative reforms (much of this long since out of date); numerous selections from position papers by individuals, groups (including students and assistants), and political parties.

574. Jamous, H., and B. Peloille, "Changes in the French University-Hospital System," in Professions and Professionalization, edited by J. A. Jackson. Cambridge: Cambridge University Press, 1970, pp. 111-52.

Drawing partly on a longer study of the 1958 Debré reform of medical studies and hospital practice in France (Jamous, Sociologie de la décision: La réforme des études médicales et des structures hospitalières, Paris, 1969), this article analyzes the social status of medical professors and the structure of medical care as it had been consolidated since the beginning of the nineteenth century. Through a series of increasingly formalized and merely verbal examinations, established professors dominated entry both to clinical practice and to faculty chairs. In the end, the 1958 reform was imposed, through administrative decree, by an interministerial commission dominated by outside reformists and chaired by Robert Debré, father of De Gaulle's newly appointed prime minister. Thus, conventional theories of professionalization cannot account for this innovation.

575. Janssen, Uwe, "Öffentlich-rechtliche und syndikalistische Studentenvertretung: Versuch eines Vergleichs zwischen Deutschland und Frankreich," in Studenten in Opposition: Beiträge zur Soziologie der deutschen Hochschule, edited by Horst Baier. Bielefeld: Bertelsmann Universitätsverlag, 1968, pp. 208-34.

A suggestive comparison between student representation in the FRG, which is recognized under "public law" as possessing certain rights independent of the universities, and student unionization in France, which is syndicalist in nature. Under the former system, students automatically are members of the student body (Studentenschaft) within the university corporation, while in the latter membership in a union or other association is left to the individual student. UJ draws parallels between the German corporative system and the Scandinavian, Austrian, and English experiences, concluding that it is more effective in broadening students' prerogatives than French syndicalism.

576. Jay, Martin. The Dialectical Imagination: A History of the Frankfurt School and the Institute of Social Research 1923-1950. Boston: Little, Brown, 1973. xxi, 382 pp.

An important study of the Institut für Sozialforschung and the ideas of its members, notably Max Horkheimer and Theodor Adorno, from its foundation in Frankfurt to its postwar return from exile in America. Henceforth known as the Frankfurt school and later joined by Jürgen Habermas, among others, their thought gave the major intellectual impetus to West German student protests in the 1960s. Their approach was essentially Marxian, in the sense of taking the economic conditions of capitalism as the basis for critiques of industrialized society, through the idea of critical theory. Yet they rejected orthodox Marxism's exclusive emphasis on economic factors, particularly labor, and stressed the need for a variety of disciplines and analytic approaches--above all the use of substantive reason--in diagnosing the ills of society. Initially they also considered possibilities for creative praxis (action toward social change), a path they were later to reject: "Philosophy must not be turned into propaganda, even for the best purpose" (Horkheimer). Altogether the group was distinctly undogmatic, a quality still shared by adherents of the New Left in early work (see Nitsch, et al., 1965) and even briefly after 1967, before a new orthodoxy became dominant (Sontheimer, 1976).

577. Kater, Michael H. Studentenschaft und Rechtsradikalismus in Deutschland 1918-1933: Eine sozialgeschichtliche Studie zur Bildungskrise in der Weimarer Republik. Hamburg: Hoffmann und Campe, 1975. 361 pp.

Suggests that German students were driven into the arms of National Socialism primarily by a chronic state of economic and social crisis, persisting for them (unlike most other social groups) throughout the Weimar Republic, even during the so-called "golden years" between 1923 and 1929. Somewhat narrow socioeconomic perspective but well-researched and very readable overview.

578. Kemerer, Frank R., and J. Victor Baldridge. Unions on Campus. A National Study of the Consequences of Faculty Bargaining. San Francisco: Jossey-Bass, 1975. xiii, 248 pp.

Comprehensive study of the impact of faculty collective bargaining on the governance of colleges and universities in the United States. From the survey data and case study material, the authors conclude, inter alia, that 1) collective bargaining is a system of governance and decision-making difficult to reconcile with the collegial image of academic governance; 2) collective bargaining is more compatible with political and bureaucratic rather than collegial concepts of governance; 3) there are strong environmental forces that are promoting the growth of unions; 4) critical factors can influence the effects of faculty bargaining on campus governance, including the geographic extent and personnel composition of the bargaining unit, the scope of bargaining, union security agreements, and strike sanctions; 5) unions have made impressive progress in affecting personnel policies; 6) faculty unions may help to raise standards in institutions where professional practices, peer judgment, and faculty rights have had little foothold; 7) the current pattern of senate and union influence may not remain stable; 8) one critical element in how unionization will affect senates is the relationship of an institution to larger systems; 9) presidents on unionized campuses feel that they have lost power to unionized faculty; 10) despite the presidents' feeling of vulnerability, evidence indicates that there is actually a shift toward greater administrative power; 11) a majority of campus presidents and union chairpersons foresee outside arbitrators and courts playing a greater role in campus decision-making; 12) collective

bargaining will realign many of the major power blocks in the traditional academic setting; 13) although its advantages are real, faculty unionization will add one more strong interest group to campus politics, further complicating the decision-making process and constituting a potential veto to beneficial organizational change; 14) unionization challenges merit judgments based on peer evaluation.

-- Keylor, William R. Academy and Community: The Foundation of the French Historical Profession. Cambridge, Mass.: Harvard University Press, 1975. x, 286 pp.

For full annotation, see entry No. 269.

579. Kidd, Harry. The Trouble at L.S.E. 1966-1967. London: Oxford University Press, 1969.

A detailed, first-hand account of a year of student protest at LSE, by the then secretary, with only a minimum of analysis or speculation. In concluding, HK favors thorough consultation with students, but a reservation of the decision of academic questions, including the allocation of resources, to the teaching staff. A number of relevant documents are included as appendices. For a student view, see Crouch (1970); cf. Blackstone, et al. (1970).

580. King, Lauriston R. The Washington Lobbyists for Higher Education. Lexington, Mass.: Lexington Books, D.C. Heath and Company, 1975. xiv, 127 pp.

Treating higher education as a "developing interest group," this book describes the emerging relationship between academic institutional and professional associations and the federal government in the United States. LK detects a number of changes in the Washington higher education community, including "the proliferation of representatives from different parts of higher education; the creation of informal and quasi formal structures for promoting common interests; the rise of cadres of political specialists; and the shift in significant policy-making responsibility from association membership to more politically knowledgeable and sensitive representatives based in Washington."

581. Kluge, Alexander. Die Universitäts-Selbstverwaltung: Ihre Geschichte und gegenwärtige Rechtsform. Frankfurt/Main: Klostermann, 1958.

A solid, perceptive study of the historical development of academic administration in German universities, from the fourteenth century to the postwar period. The focus is on statutory provisions, yet AK goes beyond narrow legalism to discuss de facto authority relationships and structures. (For a largely parallel study of nonacademic administration, see Pleyer, 1955.) Notwithstanding numerous reform proposals developed after 1945 (cf. Neuhaus, 1961), AK stresses that university law remained essentially traditional, drawing on provisions valid prior to the Nazi takeover in 1933.

582. Klüver, Jürgen, and Friedrich O. Wolf, eds. Wissenschaftskritik und sozialistische Praxis: Konsequenzen aus der Studentenbewegung. Stuttgart-Bad Cannstatt: Fromann-Holzboog, 1972. 219 pp.

A collection of original articles from a Marxist perspective on "Critique of Science and Socialist Praxis: Conclusions from the Student Movement." Three temporally overlapping "levels" of the West German student movement are distinguished. The first involves "general political agitation," in response

to events such as the German recession of 1966-67, the grand coalition between Social and Christian Democrats, and the Vietnam war. The second, "anti-authoritarian," level aims at praxis within higher education and takes its theoretical inspiration mainly from critical theory as propounded by Marcuse and Habermas. The third level, which the authors see as the most advanced, moves beyond higher education to seek alliances with the working class in society, based on a comprehensive effort to assimilate Marxist theory. The various essays deal with such university subjects and disciplines as the scientific-technological revolution, mathematics, philosophy, psychology, economics, sociology, and pedagogy.

583. Kneucker, Raoul F., Rudolf Strasser, and Hans Tuppy. Die Universität als autonomes Lehr- und Forschungsunternehmen: Ein Modellentwurf. Vienna: Manz, 1968. 74 pp.

Entitled "The University as an Autonomous Teaching and Research Enterprise: A Draft Proposal," this small volume presents recommendations for legislation to reform the structure of Austrian universities. Emphasizing the traditional power of the professors on the one hand and state influence on the other (with weak intermediate organs), the authors seek to strengthen administration at the university and faculty levels and to render the universities as independent as the Austrian constitution permits. They also advocate participation by students and assistants.

584. Kukuck, Margareth. Student und Klassenkampf: Studentenbewegung in der BRD seit 1967. Hamburg: Verlag Association, 1974. 278 pp.

Entitled "Student and Class Struggle: The Student Movement in the Federal Republic of Germany since 1967," this book analyzes the development of leftist student organizations from the perspective of an insider with a Marxist orientation. MK explains the origins of student protest through the economic crises of the mid-1960s, which required ever greater regimentation of higher education to produce technical knowledge and manpower at an adequate level. After an antiauthoritarian phase which protested these tendencies, the leftist movement sought alliances with the proletariat in order to develop a broader revolutionary movement. Disagreement on strategy and tactics led to fragmentation into numerous Maoist and orthodox Communist groups. The book focuses primarily on the theoretical positions of the various groups at different stages. (For a more comprehensive study from a moderate perspective, see Langguth, 1976.)

585. Ladd, Dwight. Changes in Educational Policy. Carnegie Commission on Higher Education. New York: McGraw-Hill, 1970. 231 pp.

Consists of eleven case studies (Berkeley, New Hampshire, Toronto, Swarthmore, Wesleyan, Michigan State, Duke, Brown, Stanford, Columbia College, and UCLA). Sources for descriptions and analysis are texts of reports prepared by individuals or committees at these institutions and data gathered about the origins, conduct, and ultimate disposition of the studies. The proposals concern classroom teaching, advising, curriculum, general education, the major, organization and administration, processes of change, and the limits of collegiality. The author does not find the policy proposals radical or imaginative or challenging to existing administrative or collegial authority.

586. Ladd, Everett Carll, and Seymour Martin Lipset. Academics, Politics, and the 1972 Election. Washington, D.C.: American Enterprise Institute for Public Policy Research, 1973. 99 pp.

Reports a survey of a sample of academics before and after the 1972 election. Major findings include a high vote for Nixon, sharp political divisions, and variations in attitudes in terms of the academic standing and reputation of institutions.

587. Ladd, Everett Carll, Jr., and Seymour Martin Lipset. The Divided Academy: Professors and Politics. New York: McGraw-Hill, 1975. xv, 407 pp.

Comprehensive, scholarly, statistical analysis of the professoriat in all disciplines and professional schools at every type of institution of higher education in the late sixties and early seventies. Based on interviews with over 60,000 professors carried out in 1969 and on small-scale spot interviews and follow-ups in 1973. These distinguished sociologists find professors tend to be more liberal politically than the general public or any group within the population. However, the liberalism of professors on external matters becomes diluted when the subject is higher education itself, e.g., affirmative action, increased role and status for minority groups and women, modification of admissions, unionization, or changing university governance. The authors seem to emphasize internal sources of conflict and threats to university and intellectual values to the exclusion of external forces. They do not take fully into account economic crises of the universities or their depressed, no-growth state. Decision-making in the present academic world appears to be a response to market forces rather than to rational calculation of either social need or the demands of quality education, liberal or otherwise.

588. Ladd, Everett Carll, Jr., and Seymour Martin Lipset. Professors, Unions and American Higher Education. Berkeley: Carnegie Commission on Higher Education, 1973. 107 pp.

Reports faculty attitudes toward unionism, based on a 1969 Carnegie survey and 1972 follow-up testing of faculty political opinions. Discusses three major faculty associations involved in collective bargaining, major bargaining elections that have occurred, and actual and potential effects upon higher education of collective bargaining. Scrutinizes unionization's economic impact, effect on organizational decision-making, response of students, and quality of academic life. Suggests that unionism in the academic world is a response to the trend toward equalization in many sectors of American society since the mid-sixties.

589. Langguth, Gerd. Die Protestbewegung in der Bundesrepublik Deutschland 1968-1976. Cologne: Verlag Wissenschaft und Politik, 1976. 364 pp.

Entitled "The Protest Movement in the Federal Republic of Germany, 1968-1976," this detailed study recounts the development of leftist organizations from the high point of the "antiauthoritarian" movement through the crystallization of numerous disciplined, centralized groupings of a cadre-like nature. Emphasis is primarily, though not exclusively, on student organizations. The SDS (Socialist German Students League) dominated the movement until its dissolution in early 1970, and many of the leaders of the successor organizations, primarily either Maoist or Soviet/East German in their orientation, had been active in the SDS. GL, a former moderate student leader, uses a wealth of published and unpublished sources to present a comprehensive, factual account--probably the best available study of the topic. For a study from the leftist perspective, see Kukuck, 1974.

590. Lazarsfeld, Paul F., and Wagner Thielens, Jr. The Academic Mind: Social Scientists in a Time of Crisis. Glencoe, Ill.: The Free Press,

1958. xiii, 460 pp.

A pathbreaking survey of the attitudes of American professors toward political and academic issues. The authors focus on reactions to the anticommunism of the McCarthy era and the conflict with ideals of academic freedom. The effect of such factors as age, type of institution, background, and so forth on the apprehensions and defense mechanisms of the sample of social scientists was gauged.

591. Le Bris, Raymond F., "L'Autonomie et la Responsibilité des Universités," in Philip G. Altback, ed., The University's Response to Societal Demands. New York: International Council for Educational Development, 1975, pp. 173-93.

One of the rare (and therefore valuable) accounts of the pedagogical autonomy of French universities in the context of the 1968 Orientation Act, focusing on student access to the universities and curriculum design. Argues that the act has considerably reinforced the curricular autonomy of the universities from the base up, but also stresses that the second-class status of university as opposed to national diplomas still impedes the universities in putting their autonomy to effective use.

592. Lee, Eugene C., and Frank M. Bowen. Managing Multicampus Systems: Effective Administration in an Unsteady State. San Francisco: Jossey-Bass, 1975. xvii, 172 pp.

A report for the Carnegie Council on Policy Studies in Higher Education, which takes up where the authors' earlier work (1971) leaves off. Studying the same major institutions and their administrators under the stress of student discontent, legislative pressures, etc., they analyze administrative techniques, finding them increasingly sophisticated and efficient, and make recommendations for the future.

593. Lee, Eugene C., and Frank M. Bowen. The Multicampus University: A Study of Academic Governance. New York: McGraw-Hill, 1971. xix, 481 pp.

This study (for the Carnegie Commission) of the phenomenal development of the multicampus university since the end of World War II reveals successes and failures in developing internal procedures and policies that provide for allocation of academic, professional, research, and service functions among its constituent campuses. It suggests that the multicampus organization may be the answer to the institutional overload brought about by the growth of the multiversity, as opportunities for specialization and diversity among campuses and cooperation between them will likely produce a division of labor that would make the task of each possible. Nine multicampus universities (California, California State Colleges, Illinois, Missouri, City University of New York, State University of New York, North Carolina, Texas, and Wisconsin) are analyzed for environment, structures, and processes of governance, concluding with a discussion of problems, trends, and issues facing the multicampus university. (See also Lee and Bowen, 1975.)

594. Leibfried, Stephan. Die angepasste Universität: Zur Situation der Hochschulen in der Bundesrepublik und den USA. Frankfurt/Main: Suhrkamp, 1968. 162 pp.

A deliberately polemical study of "the adapted university" from a Marxist point of view, taking as examples West Germany and the United States. At every

turn the subordination of higher education to the demands of industrialists and the requirements of technological society is asserted. These demands are channeled through such organs as the Science Council (Wissenschaftsrat) in West Germany and American boards of trustees (e.g., the Regents of the University of California).

595. Leibfried, Stephan, ed. Wider die Untertanenfabrik: Handbuch zur Demokratisierung der Hochschule. Cologne: Pahl-Rugenstein, 1967. 388 pp.

A collection of thirty-six readings on universities, their structure and place in society, academic studies, and the situation of students, largely by members and supporters of the German student left, including Habermas, Nitsch, Peter Müller, Preuss, Nevermann and Lefèvre. The common perspective of the essays and position papers views existing practices as far too beholden to the social and academic status quo, and various reforms are documented and proposed, including the short-lived Critical University of Berlin. The volume, the title of which can be loosely translated as "Against the Production of Docile Subjects," successfully fulfilled its purpose as a handbook for student politicians in the years 1968-70.

596. Lipset, Seymour Martin. Rebellion in the University. Boston: Little, Brown, 1972. 310 pp.

An authoritative and politically conservative description of the social setting of academic rebellions and politics, bringing together papers written by Lipset, Altback, Liebman, and the report of the President's Commission on campus unrest of 1970.

597. Lipset, Seymour M., and Philip G. Altbach, eds. Students in Revolt. Boston: Houghton-Mifflin, 1969. xxxiv, 561 pp.

Sociological analysis of politically active students. Student activism is related to social, economic, and academic variables. Most of the articles originally appeared in the Winter 1968 issue of Daedalus. They have been supplemented here by new essays on student radicalism, the 1968 French student revolt, Italian students, the 1815-48 history of student movements in Central Europe, and a concluding essay dealing with the political effects of student activities.

-- Litt, Edgar. The Public Vocational University: Captive Knowledge and Public Power. New York: Holt, Rinehart and Winston, 1969. xiii, 159 pp.

For full annotation, see entry No. 47.

-- Livingstone, Hugh. The University: An Organizational Analysis. Glasgow: Blackie, 1974. 122 pp.

For full annotation, see entry No. 48.

598. Löwenthal, Richard. Hochschule für die Demokratie: Grundlinien einer sinnvollen Hochschulreform. Cologne: Markus Verlag, 1971. 93 pp.

Based on radio lectures held in 1971, and sponsored by the Bund Freiheit der Wissenschaft (Association for the Freedom of Scholarship), this booklet by an influential member of the Bund expresses views in line with its stand against the influence of radicals on the West German universities. The unrest of the late sixties was neither primarily inspired by nor aimed at correcting

the structural inadequacies of the traditional German university. As in other countries, the unrest was directed at the basic values and institutions of western industrialized society. Predictably, in RL's view, the "democratization" of university decision-making structures on the basis of group interests through legislation in a number of German states merely played into the hands of communist-controlled radicals desiring to exploit the vulnerability of the university for their attack on society. Proper reform of traditional university structures should provide for resolution of academic matters by those with the necessary expertise (by implication primarily the professors; these are termed Sachentscheidungen or "objective" decisions). "Political" matters, which concern society at large, should be decided jointly by academic spokesmen and the democratically legitimated organs of society. The university as an institution must not take political stands on academic matters but must protect the individual scholar in exercising his right to do so. An important programmatic statement symptomatic of the emerging backlash against the reforms and progressive climate of 1967-70, which culminated initially in the Constitutional Court's decision on participation of May 1973.

599. Löwenthal, Richard. Romantischer Rückfall. Stuttgart: Kohlhammer, 1970. 88 pp.

RL interprets the new revolutionary movements in Western societies, exemplified by student protestors and the intellectuals who sympathize with them, as symptomatic of a crisis in Western civilization. These movements represent a "romantic relapse," abandoning the rationality of Marxism, in the Western tradition, and irrationally rejecting the technological foundations of modern industrial society.

600. Lukes, J. R., "Power and Policy at the DES: A Case Study," Universities Quarterly, Vol. 29 (Spring 1975), pp. 133-55.

A sweeping critique of the British Department of Education and Science's planning for the development of teacher training, which culminated in the closing or forced merger of the vast majority of teacher training colleges. This article covers developments through the 1972 White Paper on educational expansion (a promised sequel, to cover 1973-75, has not appeared). JRL attacks the secrecy, ineptness, and deception with which the DES pursued its objectives. (For a more restrained view, see OECD, Educational Development Strategy in England and Wales, 1975, and Hencke, 1977.)

601. MacIver, Robert M. Academic Freedom in Our Time. New York: Columbia University Press, 1955. xiv, 329 pp.

A study prepared for the American Academic Freedom Project at Columbia University, by the project's director; the companion volume to the historical study by Hofstadter and Metzger (1955). Not surprisingly, RMM criticizes the prevailing climate of option as inimical to academic freedom and seeks ways to combat it. After studying the relationship of academic government and academic freedom, the common lines of attack on freedom (economic, religious, social tradition, etc.), and the teacher-student relationship, the work concludes on philosophical and challenging notes with chapters on "The Greater Mission of the University" and "What We Can Do About It."

602. Maier, Hans, and Michael Zöller, eds. Bund Freiheit der Wissenschaft: Der Gründungskongress in Bad Godesberg am 18. November 1970. Cologne: Markus, 1970. 142 pp.

This small volume includes materials from the founding congress of the Association for Freedom of Scholarship in 1970, including its initial programmatic declaration, speeches given, and media commentaries. Its declared aim is to combat the politicization of university decision-making under the influence of committed Marxists elected to newly democratized academic organs; it favors necessary reforms (cf. Löwenthal, 1971). Claiming neutrality and soliciting membership from all university groups and democratic political parties, the Association nevertheless tends to be viewed as hostile to reform and partial to professorial interests.

603. Maître, Hans Joachim. Die Privatuniversität: Alternative zum staatlichen Hochschulmonopol. Munich: Langen Müller Verlag, 1973. 188 pp.

This book presents arguments and programmatic proposals for the founding of private universities in West Germany, as alternatives to the present government monopoly. HJM sees the crisis of the public universities as greatly aggravated by the democratization of decision-making, but he also criticizes inefficient state management and use of tax funds. The situation of nonpublic higher education in the United States is frequently (and not always accurately) referred to.

604. Mancini, Federico, "The Italian Student Movement," AAUP Bulletin, Vol. 54, No. 4 (Winter 1968), pp. 427-32.

A short article describing the nature of the Italian student revolt and its impact on the operation of Italian universities.

605. Martin, David, ed. Anarchy and Culture. The Problem of the Contemporary University. New York: Columbia University Press, 1969. viii, 212 pp.

An "interim documentation and interim comment" on the state of British universities in the late sixties as they are threatened by the nihilism of anarchic students and the conservatism of the monkish dons. The essays assembled by the editor provide the factual background of the confrontation with particular attention to the expansion of the university system. They also deal with the role and practice of violence, the styles of student organization and political protest, the probably beneficiaries of the current agitation, the philosophy of the revolt, the new types of academics, and the impact of administrators on university autonomy. DM sets the tone of the volume in the concluding sentence of his introductory essay entitled "The Dissolution of Monasteries": "Weber argued that an indirect mutation of the Protestant spirit was essential to the birth of the modern world of capitalism and bureaucracy. By a curious irony it is an indirect mutation of capitalism and bureaucracy which produces the protesting spirit, not now canalized and distorted either by the psychic disciplines of capitalist accumulation or by the work disciplines of industrialism, but in a world of increasing automation and leisure able again to ask its own proper question: 'What is the chief end of Man?'"

606. Martinelli, A., and A. Cavalli, "Towards a Conceptual Framework for the Comparative Analysis of the Student Movement," International Social Science Journal (Paris), Vol. 24, No. 2 (1972), pp. 301-11 (Version française: R. int. Sci. soc., Vol. 24, No. 2 (1972), pp. 319-30).

"The tendency to explain the resurgence of the student movement in terms of a world-wide crisis in educational institutions seems to be irrelevant. The analysis should focus on the inter-relationships between basic components of a given society and its position in the world system. Many variables have

to be taken into account. They are the internal political system, the international economic system, the subsystem of higher education, the organisation of student movement."

607. Martinotti, Guido, and Alberto Giasanti,"The Robed Baron: The Academic Profession in the Italian University," Higher Education, Vol. 6 (May 1977), pp. 189-207.

Contends that the essence of the Italian academic profession is a bureaucratic structure in which is embedded a system of plutocratic perquisites. Categorizes the Italian professoriate in terms of three major settings, each with its own type of academic man: the professional, the scientist, and the intellectual. Describes how the norms of professionalism are in conflict with the traditional "patron" system. (For a different and much more comprehensive analysis, see Clark, 1977.) This article forms part of a special issue devoted to the academic profession in a number of countries, edited by Philip G. Altbach and published as a separate volume in 1978 (New York: Praeger).

608. Mason, Henry L. College and University Government: A Handbook of Principle and Practice. Tulane Studies in Political Science, 14. New Orleans: Tulane University, 1972. (Also The Hague: Martinus Nijhoff.) xii, 235 pp.

A sound account of traditional forms of university government in the United States, intended as a guide for practitioners. HLM's views largely agree with those of the American Association of University Professors, in which he has been active; he stresses the need for a system of shared authority, primarily among faculty (teaching staff) and administration, and secondarily among trustees as well. Thus he sees the university as a nonhierarchical "community of authority," as does Millett (1962), and rejects both bureaucratic and interest group models. The study is in three parts. The analysis of "principles" is based on a review of the literature. The review of "practice" draws on a survey of recent constitutional provisions from a judgment sample of some one hundred four-year colleges and universities, emphasizing traditional structures; HLM expressly makes no attempt to analyze either recent instances of significant student power, or the growing trend toward collective bargaining (cf. Garbarino, 1975). The volume concludes with a brief set of recommended provisions for university constitutions.

609. Mason, Henry L., "Shared Authority, Triparity, Tripolarity: Cross National Patterns of University Government," Polity, Vol. 10, No. 3 (Spring 1978), pp. 308-25.

A comparison of governance models in use in American, West German, and Dutch universities and their impact on the operation of university institutions. Mason makes a distinction between a) "shared authority" which prevails in the United States and Great Britain and concerns mainly the faculty and the administration; b)"triparity" which involves in addition to the faculty the scientific and nonscientific staff and students and is found in Western Europe; and c) "tripolarity" which is an outgrowth and perversion of the preceding, characterized by the full politicization of the university and its splintering into three factions ("the academic Left, Right, and Middle") cutting across existing groups. The conclusions offer little ground for rejoicing over the current state of academic governance. Shared authority "may work in some places" but it may also "make for incessant strife, autocratic rule, or utter frustration. The politics of consultation require Bismarkian talents in a milieu profoundly suspicious of statesmanship." The consequences of tripolarity "may well be fatal to the values, goals, and relationships which

have made the university one of the great human achievements of the ages." As to triparity, it is "likely to be characterized by ineffectiveness and confusion."

610. Maupeou-Abboud, Nicole de. Ouverture du Ghetto Étudiant. La Gauche Étudiante à la Récherche d'un Nouveau Mode d'Intervention Politique (1960-1970). Paris: Anthropos, 1974. 388 pp.

Solid empirical study of the genesis and development of the student movement in France. Most helpful to comprehend the significance of the 1968 "events."

611. McConnell, T. R., Robert O. Berdahl , and Margaret A. Fay. From Elite to Mass to Universal Higher Education: The British and American Transformations. Berkeley: University of California. Center for Research and Development in Higher Education, 1973. viii, 113 pp.

Comparative analysis of the problems arising from the transition from elite to universal higher education in Great Britain and the United States, with considerable attention devoted to planning and coordination.

612. McConnell, T. R., and Kenneth P. Mortimer. The Faculty in University Governance. Berkeley: University of California. Center for Research and Development in Higher Education, 1971. 201 pp.

This work attempts to survey "the forces playing on the processes of governance," through intensive case studies of Berkeley, Fresno State College (both in California), and the Twin Cities campus of the University of Minnesota. The authors conclude (as they expected) that mechanisms for sharing authority between teaching staff and others, especially the administration, are better than segmented structures, and they see academic senates as playing a key part in this. At the same time administrative leadership is essential. Altogether, they stress that universities "will have to live with controversy and conflict for the foreseeable future."

-- Millett, John D. The Academic Community: An Essay on Organization. New York: McGraw-Hill, 1962. xi, 265 pp.

For full annotation, see entry No. 49.

613. Millett, John D. Decision Making and Administration in Higher Education. Kent, Ohio: Kent State University Press, 1968. viii, 161 pp.

These essays outline various problems and issues in American university government. Topics include new patterns of participation (the enhanced roles of staff, students, and governments, and collective bargaining); the planning process; systems analysis; financing; and the problem of communication within such a peculiarly complex organization as a university.

614. Millett, John D. Politics and Higher Education. University, Ala.: University of Alabama Press, 1974. x, 147 pp.

A detailed personal account of JDM's experience in the government of higher education, as president of Miami University of Ohio and then chief executive of the Ohio Board of Regents. As a former professor of politics and public administration, JDM provides many insights into the process of decision-making for higher education at the state level.

615. Minot, Jacques. L'Enterprise Education Nationale. Paris: Armand Colin, 1970. 432 pp.

A comprehensive study of the administrative structures, objectives, and management of the French system of education. Each chapter is complemented by useful bibliographical references. Supersedes L'Éducation Nationale. Le Ministère. L'Administration Centrale. Les Services, edited by Jean-Louis Crémieux-Brilhac (Paris: Presses Universitaires de France, 1965).

616. Moodie, Graeme C., and Rowland Eustace. Power and Authority in British Universities. Montreal: McGill-Queens University Press, 1974. 254 pp.

An excellent survey of the processes of decision-making within contemporary British universities, which relies on more than three hundred open-ended formal interviews, study of documents prepared for internal consumption by a large number of universities, study of formal constitutions, and study of other published materials. The book outlines the general political features of British universities, expounds on the evolution and broad shape of the formal structure of university government, and describes the actual process of government. It continues by analyzing two major governmental problems facing universities, resource allocation and changing distribution of internal authority, and concludes by comparing principal competing views about the appropriate form of government for universities. By two political scientists, this is perhaps the best single study of the overall internal government of universities in any country.

617. Moos, Malcolm, and Francis F. Rourke. The Campus and the State. Baltimore: Johns Hopkins University Press, 1959. 414 pp.

Examines the significance of growing state controls for the internal management of American state colleges and universities. Argues that "the goal of efficiency in higher education can be realized without non-educational officials intervening in the fiscal affairs of colleges and universities.

618. Münch, Werner. Die politische Verantwortung eines Kultusministers: Universitätsneugründungen in Oldenburg und Osnabrück. Mainz: von Hase and Koehler, 1976. 191 pp.

A study of the political maneuvers between the decision in August 1970 by the Education Ministry in the West German state of Lower Saxony to found two new universities in Osnabrück and Oldenburg and the establishment of the founding committees in March 1971. WM criticizes Minister Peter von Oertzen, a member of the left wing of the Social Democratic Party, for yielding too far to the students' and junior staff's demands for a full role in the foundings, and for lack of a conception of his own. WM notes, accurately enough, that the era of ministers of Oertzen's leftist views (Ludwig von Friedeburg of Hessen was another) is past, and he is not unhappy about it.

619. Nelkin, Dorothy. The University and Military Research: Moral Politics at M.I.T. Ithaca, N.Y.: Cornell University Press, 1972. xi, 195 pp.

A case study of MIT's decision, under pressure from students and some staff during 1969-70, to divest itself of one of its two major military research laboratories. DN analyzes the complex relationship between federal government sponsorship and university research activities, the various intergroup tensions within the university, and the consequent "problems of defining appropriate

research and public service policy in universities."

620. Nitsch, Wolfgang, Uta Gerhardt, Claus Offe, and Ulrich K. Preuss. Hochschule in der Demokratie: Kritische Beiträge zur Erbschaft und Reform der deutschen Universität. Berlin: Luchterhand, 1965. xiii, 490 pp.

An outgrowth of a memo on German university reform published by socialist students in 1961 (SDS Hochschuldenkschrift, 1972), this volume is based on the original text but, as Habermas notes in his preface, "the chapters of the memorandum have become almost a series of dissertations." Rather than making specific programmatic proposals for structural reform, this volume presents an intensive, critical analysis of the historical and philosophical heritage of the German universities, including a comprehensive assessment of ideas for their reform, especially since 1945 (cf. Neuhaus, 1961). As in the 1961 memorandum, the approach remains predominantly reformist and social democratic in its emphasis, although the authors' Marxist assumptions are perhaps somewhat more explicit. Compared with the dogmatism of more radical, later works (e.g., Hirsch and Leibfried, 1971; Klüver and Wolf, 1972), this book seems moderate indeed.

621. Nuissl, Ekkehard, Rolf Rendtorff, and Wolff-Dietrich Webler. Scheitert die Hochschulreform? Heidelberg zum Exempel. Hamburg: Rowohlt, 1973. 296 pp.

"Must University Reform Fail? The Case of Heidelberg"--under this title members of the Reform Group at Heidelberg University recount Rendtorff's three-year tenure as rector (1969-72). He was elected by a slim reformist majority in the university council democratized in 1969, and attempted to implement a moderate reform course until forced to resign, partly because new elections brought a council majority hostile to his person and his policies. The authors interpret their failure as due to resistance by conservative staff and open hostility on the part of the state government of Baden-Württemberg (for a study of other events in the same state, see Heymann and Karcher, 1976); widely publicized harassment by leftist students served largely as an excuse for repressive actions by the government and its allies in the university.

622. Oppenheimer, Martin, "Academic Freedom in the Federal Republic of Germany," AAUP Bulletin, Vol. 63 (April 1977), pp. 45-49.

A solid analysis of numerous recent cases of refusal by German state governments to hire prospective teachers on political grounds, nearly always for adherence to leftist ideas or to organizations held to be hostile to the constitution. This practice is termed Berufsverbot ("job ban"), akin to blacklisting, since the individuals concerned must normally enter another profession entirely.

623. Organization for Economic Cooperation and Development. Educational Development Strategy in England and Wales. Reviews of National Policies for Education. Paris: Organization for Economic Cooperation and Development, 1975. 63 pp.

This thin volume presents a critique of the style and procedures employed by the Department of Education and Science in planning the development of English and Welsh education. The DES is seen as attempting to maximize its power and play down the implications of developments declared as policy. The 1972 White Paper on education expansion is taken as a case in point, including its provisions for the reduction of teacher training places.

624. Organization for Economic Cooperation and Development. Examens des politiques nationales d'éducation: France. Paris: Organization for Economic Cooperation and Development, 1971.

This study focuses on the general problems of development which have confronted French policy-makers, with particular emphasis on the impact of a modernizing and democratizing society and economy on the French educational system. The report includes a section on French higher education, evaluating the significance of the Orientation Act for the modernization of the universities. According to the OECD examiners, much remains to be done: to resolve the problem of selection, the first cycle of university study should be reorganized, the grandes écoles should be more integrated into the university system, the university autonomy in pedagogical and financial matters should be increased; the universities should also develop more significant regional links.

625. Organization for Economic Cooperation and Development. Institutional Management in Higher Education. Paris: Organization for Economic Cooperation and Development, 1972. 70 pp.

Features the proceedings of a conference held in 1971 dealing w th basic issues in institutional management, with particular emphasis on the object ves of higher education in OECD countries.

626. Organization for Economic Cooperationa and Development. Mathematical Models for the Education Sector. A Survey. Paris: Organization for Economic Cooperation and Development, 1974. 298 pp.

Documented discussion of the application of mathematical models for educational policy-making in OECD countries, evaluating their usefulness in formulating and solving some of the problems of educational policy. The data used for this report are presented in a separate volume, Technical Reports. Mathematical Models for Education Sector. Annexes. Supporting Material to the Survey (Paris: OECD, 1974, 174 pp).

627. Organization for Economic Cooperation and Development. Participatory Planning in Eduation. Paris: Organization for Economic Cooperation and Development, 1975. 390 pp.

Two leading ideas underline the papers included in this volume: first, no group should be allowed to "colonize" the planning process in education, and second, the pedagogical process involving students is developing a major participatory mode which requires a supportive organizational and administrative environment in terms of broader participation.

628. Organization for Economic Cooperation and Development. Problems of Science Policy. Paris: Organization for Economic Cooperation and Development, 1968. 195 pp.

Papers presented at an experimental seminar on science policy in industrial countries in France in 1967. Discussions center around the following broad items: science and public policy, science and the economy, research and development, the allocation of resources, and international scientific relations. Useful bibliography of recent publications, including a list of government monographs on the subject.

629. Otten, C. Michael. University Authority and the Students: The Berkeley Experience. Berkeley: University of California Press, 1970. xviii, 222 pp.

A study of the historical evolution of authority with respect to students at the Berkeley campus of the University of California. CMO defines authority as "legitimate or justifiable power" which elicits voluntary compliance. He distinguishes four dominant types of authority, each corresponding to a stage

in Berkeley's history: authoritarian paternalism (1860-99); paternalistic self-government (1900-19); paternalistic bureaucracy (1930-58); and managerial bureaucracy (1958-64), essentially the term of Clark Kerr as president.

630. Pavitt, Keith, "Governmental Support for Industrial Research and Development in France: Theory and Practice," Minerva, Vol. 14 (Autumn 1976), pp. 330-54.

An assessment of the factors explaining the inadequacies and misuse of governmental support of research and development in contemporary France. French support of high technology is often directed toward the wrong objectives and inappropriate fields (i.e., supersonic passenger transport, fast breeder reactors) and, under an active lobby of scientists and engineers, is inadequately exposed to the healthy play of market forces.

631. Perkin, Harold. Key Profession: The History of the Association of University Teachers. New York: Augustus M. Kelley, 1969. 268 pp.

An account by a social historian and former head of the AUT as well as negotiator for it. After a consideration of the enormous influence and importance of the members of what HP considers to be the twentieth century's key profession, he describes the development of the AUT from a somewhat amateurish professional body between the wars into the modern organization which engages in highly professional salary negotiations, makes detailed recommendations to government, etc. This is both a study in professionalization and of the proper role of the academic in society: he should "stand no nonsense from it, but...tell it, firmly and fearlessly, what it costs to do those things which alone justify its existence, the endless improvement of our knowledge of ourselves and our world and the enrichment of the quality of life in it. In return the academic profession must not only do its job, of thinking and discovering and educating the young in independent thought, but must be seen to be doing it with honesty and integrity." An informative sample survey of the profession in 1968 is included as an appendix. Should be read in conjunction with Halsey and Trow (1971).

632. Perkins, James A., ed. Higher Education: From Autonomy to Systems. New York: International Council for Educational Development, 1972. vi, 286 pp.

A series of brief essays dealing with factors behind the drive for planning and coordination of higher education in the United States and elsewhere, including articles on Great Britain, the FRG, France, Canada, the Netherlands, and Japan, as well as several developing nations. Among the factors discussed are enrollment growth, the knowledge explosion, the specialization of institutions of higher education, and soaring costs. In his concluding comments, the editor stresses the need to develop coordinating mechanisms which maintain a meaningful degree of institutional autonomy.

633. Perkins, James A. The University as an Organization. New York: McGraw-Hill, 1973. xx, 273 pp.

A collection of essays on the organization of the university in the United States (with one comparative chapter), prepared for the Carnegie Commission. Various parts treat different aspects of the topic: "the historical evolution of the university and its relationship with society and government"; comparison of the university with other forms of organization such as business and government; internal structure, particularly the board of trustees; and future potential institutional developments.

634. Pfeffer, J., and G. R. Salancik, "Organizational Decision Making as a Political Process: The Case of a University Budget," Administrative Science Quarterly, Vol. 19, No. 2 (June 1974), pp. 135-51.

"The effect of subunit power on resource allocation decisions in [the] University of Illinois is examined. Measures of departmental power in a university are found to be significantly related to the proportion of the budget received, even after statistically controlling for such universalistic bases of allocation as work load of the department, national rank, and number of faculty. Subunit power in the organization is also related to the correlation between a subunit's resources--budget and instructional staff--and work load over time. The more powerful the department, the less the allocated resources are a function of departmental work load and student demand for course offerings. Subunit power is measured by both interviews of department heads and the analysis of archival records of departmental representation on major university committees. Intercorrelations between these measures of subunit power indicate that it is possible to obtain unobtrusive measures of organizational political systems without direct interviewing."

635. Platt, Gerald M., and Talcott Parsons, "Decision-Making in the Academic System: Influence and Power Exchange," in The State of the University: Authority and Change, edited by Carlos E. Kruytbosch and Sheldon L. Messinger. Beverly Hills, Calif.: Sage, 1970, pp. 133-80.

Drawn from a project now in progress for over a decade, this article summarizes some survey findings on the structure of decision-making in universities and colleges. The eight sample institutions were ranked according to the "degree of preoccupation with intellectual values and research activity," and this variable was correlated with numerous characteristics of decision-making. As was hypothesized, institutions with higher research orientation tend to show greater departmental autonomy, a greater degree of collegiality within departments, relatively low administrative influence, and so forth.

636. Plessner, Helmuth, ed. Untersuchungen zur Lage der deutschen Hochschullehrer. 3 vols. Göttingen: Vandenhoeck & Ruprecht, 1956. Vol. 1: Nachwuchsfragen im Spiegel einer Erhebung 1953-1955, compiled by Ilse Asemissen et al. Vol. 2: Stellenplan und Lehrkörperstruktur der Universitäten und Hochschulen in der Bundesrepublik und in Berlin (West) 1953/54, by Alexander Busch. Vol. 3: Die Entwicklung des Lehrkörpers der deutschen Universitäten und Hochschulen 1864-1954, by Christian Ferber. 328, 237, 244 pp.

The first systematic historical and sociological study of the German university teaching staff, by a team of Göttingen sociologists. Volume 1 (Survey of issues in academic recruitment, 1953-55) presents findings from over five hundred open-ended interviews with all ranks of the teaching staff, in most disciplines. Major stress is on modes of selection and the consequences of hierarchical structures and status differentials for career prospects. Volume 2 (Personnel and academic staff structure in universities and colleges, 1953-54) portrays, largely in 138 tables, the structure and distribution of academic staff in all German institutions of higher education, based on a survey of administrators. Volume 3 (The development of the senior teaching staff at German universities and colleges, 1864-1954) presents data, in six extended tables, on the historical evolution of staff structure, social recruitment, and the socioeconomic situation of senior university teachers (with Habilitation) since 1864. For partially comparable studies, see Anger (1960) and Pross (1970).

637. Pleyer, Klemens. Die Vermögens- und Personalverwaltung der deutschen Universitäten: Ein Beitrag zum Problemkreis Universität und Staat. Marburg: Elwert, 1955. 204 pp.

Roughly titled "Financial and Personnel Administration of the German Universities: A Contribution to the Problem of the Relationship between University and State," this study traces the historical evolution of government supervision of nonacademic affairs in German universities. Concludes that by the early 1950s relatively little had changed since the early nineteenth century. For an essentially parallel study of academic administration, see Kluge (1958).

638. "The Politics of Public Higher Education," AAUP Bulletin (Autumn 1973), pp. 286-323.

A series of essays by Samuel K. Gove, Carol E. Floyd, Carroll R. McKibbin, Alan Rosenbaum, and Joseph B. Tucker exploring the relationship between public higher education and state politics in Illinois, Nebraska, Wisconsin, and Ohio. Contributors focus on the changing political role of state universities, the relationship of state authorities to public higher education, the political role of statewide coordinating boards, and the political resources available to and utilized by higher education institutions.

639. Pross, Helge, Karl W. Boetticher, and Landolf Laubsch. Professoren in der Provinz: Eine Erhebung an der Justus-Liebig-Universität Giessen. Neuwied: Luchterhand, 1970. 164 pp.

A study of the senior teaching staff (Ordinarien, Nichtordinarien with Habilitation) at the small (ca. 5,000 students) West German provincial university of Giessen, based on structured interviews with a one-third random sample. Despite the limited data base, this book is important, as the only available study of professorial attitudes since Anger (1960) and Plessner (1956), which both report data from the early 1950s. Moreover, this survey was carried out in the winter of 1966-67, just before student protest became widespread in the Federal Republic. On the whole, the academics proved to be more liberal than expected: on general political matters, 38 percent classified themselves as "left" or "left of center" and 24 percent as middle-of-the-road; on university matters, the overwhelming majority favored student participation (although a substantial minority would limit it to curriculum matters only). In these latter areas professors were actually a shade more liberal than students at Giessen, as shown by a parallel survey. Given these findings, it is perhaps not surprising that legislative reform measures--especially with regard to participation--were carried relatively far in the next few years.

640. Rémond, Réne, "L'Autonomie des Universités Françaises," Projet, Vol. 106 (June 1976), pp. 673-81.

Optimistic assessment of the implementation of the principle of "autonomy" enshrined in the Orientation Act of Higher Education which reshaped the structural landscape of the French university system. RR detects a rapid and in-depth transformation of the relationship between the universities and the State as a result of a certain decentralization of decision-making processes.

641. Richman, Barry M.,and Richard N. Farmer. Leadership, Goals, and Power in Higher Education: A Contingency and Open-Systems Approach to Effective Management. San Francisco: Jossey-Bass, 1974. xiv, 364 pp.

A systematic, comprehensive analysis of academic managment, focusing on "the difficulties of developing forceful leadership, setting realistic goals and

using power to resolve conflicts." The authors (two managments analysts) examine the nature of intrauniversity relationships, environmental constraints on the university, and the problems of governing boards, presidents, vice-presidents, deans, department heads, professors, and students at all levels of university administration. They call for strong presidential leadership in order to avoid academic mismanagement.

-- Riesman, David, Joseph Gusfield, and Zelda Gamson. Academic Values and Mass Education. The Early Years of Oakland and Monteith. Garden City, N.Y.: Doubleday and Company, Inc., 19[illegible]. xvii, 332 pp.

For full annotation, see entry No. 391.

642. Riesman, David, and Verne A. Stadtman, eds. Academic Transformation: Seventeen Institutions under Pressure. New York: McGraw-Hill, 1973. 489 pp.

Each institution (Antioch, Berkeley, CCNY, Federal City College, Harvard, MIT, Michigan, Old Westbury, Pennsylvania, Princeton, Rutgers, San Francisco State, Stanford, Swarthmore, Toronto, Wesleyan, and Wisconsin) is studied by a different scholar. Four broad issues are discerned: the individual and political rights of students; the Vietnam war; the extension of opportunities for higher education to members of minority groups; and student participation in campus decision-making. In a concluding chapter, Riesman comments on the reports and doubts that many of the newly instituted reforms work well. He finds little serious evalution of them at the institutions in question.

643. Ringer, Fritz K. The Decline of the German Mandarins: The German Academic Community, 1890-1933. Cambridge, Mass.: Harvard University Press, 1969. 528 pp.

A broad, significant study of the relationship between academics and the German state, during the crucial decades prior to the Nazi takeover. In the early 1800s Prussian reforms in public administration and education, inspired by Humboldt and others, consolidated the controlling position of the academically trained civil service and enhanced the status of the professional mandarins as the guardians of access to it. Professors thus became a key element within the noneconomic, educated upper middle class which dominated Germany's slow journey toward political and economic modernization prior to 1870. As the pace of industrialization quickened abruptly thereafter, academics began to lose their special place in German society. Feeling a growing sense of unease, they preached against the technological age and lamented the advent of mass education. Their obstinate emotionalism helped foster the chaos of Weimar, which in turn deepened their malaise. With rigid, nostalgic adherence to past values, the mandarins "willfully cultivated an atmosphere in which any 'national' movement could claim to be the 'spiritual revival'" which they demanded. The work employs an "ideological" mode of historical explanation, arguing that "some German academic theories may be understood as expressions of emotional group preferences" rooted in their social situation.

-- Robinson, Eric. The New Polytechnics. Middlesex: Penguin, 1968. 256 pp.

For full annotation, see entry No. 395.

644. Rüsemann, Harm. Die Beteiligung der Studenten an den Selbstverwaltungsaufgaben der Universität. Essen-Bredeney: Stifterverband für die Deutsche Wissenschaft und Westdeutsche Rektorenkonferenz, 1961. 48 pp.

A perceptive essay on student participation in university administration in Germany in the 1950s, awarded first prize in a competition sponsored by the West German Rectors' Conference. HR provides data on the extent to which students are represented in university decision-making organs (at most two representatives, usually without voting power) and analyzes the tensions to which they are subject. (For a somewhat later, more comprehensive study see Adam, 1965.)

645. Ross, Murray. The University. The Anatomy of Academe. New York: McGraw-Hill, 1976. xii, 319 pp.

Comparative exposition of the development of the university in Canada, the United States, and England focused on governance, goals, academic freedom, and state controls. MR shows that there has been a gradual reduction of differences between each of these systems as the university reacted to similar extraneous forces in the postwar era. In a long-term perspective, the university in all three countries confronted similar problems in making the transition from a relatively autonomous elitist institution to one with linkages with all areas of society, as a result of changing social values, governmental financing, sheer growth, and complexity.

-- Rourke, Francis E., and Glenn E. Brooks. The Managerial Revolution in Higher Education. Baltimore: The Johns Hopkins University Press, 1966. ix, 184 pp.

For full annotation, see entry No. 763.

646. Sabotta, Johannes. Das Bundesministerium für wissenschaftliche Forschung. Bonn: Boldt, 1969. 237 pp.

A formal and institutional description of the structure and activities of the West German Ministry for Scientific Research, by one of its officials. The ministry was extensively restructured in late 1969, adding education to its responsibilities (thus becoming the Ministry for Education and Science) and shedding research to a newly created Ministry for Research and Technology.

647. Salancik, Gerald R., and Jeffrey Pfeffer, "The Bases and Use of Power in Organizational Decision Making: The Case of a University," Administrative Science Quarterly, Vol. 19 (December 1974), pp. 453-73.

Surveying a large midwestern state university, the authors argue that "subunits acquire power to the extent that they provide resources critical to the organization and that power affects resource allocation within organizations insofar as the resource is critical to the subunits and scarce within the organization. Departmental power is found to be most highly correlated with the department's ability to obtain outside grants and contracts, with national prestige and the relative size of the graduate program following closely in importance. Power is used most in the allocation of graduate university fellowships, the most critical and scarce resource."

648. Schelsky, Helmut. Abschied von der Hochschulpolitik oder die Universität im Fadenkreuz des Versagens. Bielefeld: Bertelsmann Universitätsverlag, 1969. 251 pp.

This volume brings together various essays by HS, along with his reflections on the development of German higher education since the mid-1960s and the outbreak of student protest, all under the quixotic title (loosely translated), "Farewell from Higher Education Policy, or the University Targeted for Failure." HS's

analyses are incisive and outspoken, sparing no criticism, whether of other professors, students, ministerial officials, or politicians, and they provide much insight into the politics of recent university reform endeavors. (For a more systematic analysis, see Schelsky, 1971.)

649. Schenck, Guntram von. Das Hochschulrahmengesetz: Hochschulreform in der Gesellschaftskrise. Bonn-Bad Godesberg: Verlag Neue Gesellschaft, 1976. 144 pp.

Presently the best and most comprehensive account of the genesis and substance of the German Federal Framework Law for Higher Education (January 1976), set against the political, social, and economic background. During the six years of deliberations on the law, most of the reform initiatives originally proposed by the Social Democrats (SPD), who headed the governing coalition in Bonn, were weakened or eliminated. Reliance on democratization of internal university government as the main impetus for reform was reduced in favor of greater government authority and restoration of professorial prerogatives in research and teaching. As a member of the SPD parliamentary staff, GS regrets this outcome, which he sees as due generally to a conservative turn in the political climate since 1972 and specifically to pressure from the opposition Christian Democrats (CDU/CSU). They held a majority in the upper chamber of parliament, the Bundesrat, through their control of key state governments, and thus could have rejected the law entirely. Despite all, GS still sees chances for reform, especially in curriculum, through cooperation between trade unions and the universities.

650. Schmidt, Lothar, and Dieter Thelen. Hochschulreform: Gefahr im Verzuge? Mit einem Gesetzentwurf. Frankfurt/Main: Fischer, 1969. 160 pp.

This small volume argues that impending legislative reforms risk introducing merely a formal democratization of university government; the real aim is to increase the efficiency of the universities in producing skilled manpower. Includes the authors' draft proposal for university legislation and a useful collection of documents.

651. Schnapp, Alain, and Pierre Vidal-Naquet, eds. The French Student Uprising: November 1967-June 1968. An Analytical Record. Boston: Beacon Press, 1971. vii, 654 pp.

An abridged and updated translation of a documentation first published in 1969 (by Editions du Seuil) under the title "Journal de la Commune Etudiante." Following an extensive introduction, the bulk of the volume consists of a carefully organized selection of 232 documents, each with commentary and notes. An invaluable source.

-- Shonfield, William R. Obedience and Revolt. French Behavior Toward Authority. Beverly Hills, Calif.: Sage Publications, 1976. 256 pp.

For full annotation, see entry No. 410.

652. Schumm, Wilhelm. Kritik der Hochschulreform: Eine soziologische Studie zur hochschulpolitischen Entwicklung in der Bundesrepublik Deutschland. Munich: Juventa, 1969. 208 pp.

Drawn largely from published sources, this study (based on a Berlin dissertation) analyzes the tensions and "contradictions" which emerge as traditional German university structures face growing demands from state and society. The main West German attempts to reform university governments and curriculum (through

1968) are reviewed and assessed using perspectives derived essentially from the Frankfurt school of sociology (e.g., see Habermas, 1969). A good overview. WS fears that the university legislation then under consideration in the various states may well enhance governmental prerogatives at the expense of university autonomy and adequate internal democratization--an accurate prophecy. For a study of postwar developments at the Free University of Berlin coauthored by WS, see Friedeburg (1968).

653. SDS Hochschuldenkschrift. Frankfurt/Main: Verlag Neue Kritik, 1972. 183 pp. (First published in 1961 as "Hochschule in der Demokratie.")

A seminal memorandum originally adopted by the Socialist German Students Association (SDS) in 1961, with the title "Higher Education under Democracy" (for a much expanded version, see Nitsch, et al., 1965). At the time, the SDS had just broken with the German Social Democratic Party (SPD) over its Godesberg Program. However, the essay remains strongly social democratic in its thrust, despite distinct socialist and Marxist overtones. Although existing German society is criticized for its undemocratic, inegalitarian aspects, which are alleged to contravene constitutional provisions, the essay deals primarily with internal university structure. It expresses a basic belief that the university can eventually, in the long run, be restructured in accordance with democratic principles derived from the German constitution. For the SDS this means recognizing the three major constituent groups within the university (professors, assistants, students) and giving each an equal part in university governance. Thus the outline for a new university constitution contained in the volume represents the first statement of the idea of one-third parity, which did not receive broad currency until 1967 (cf. Albers, 1968).

654. Secretariat d'Etat aux Universités. Le Financement des Universités. Rapport de la Commission Chargée de Proposer une Meilleure Répartition des Crédits de l'Etat. Paris: La Documentation Française, 1976. 122 pp.

The final report of a study group set up in 1975 by the State Secretariat for the Universities, whose terms of reference were to describe and evaluate current practices in the allocation of state funds to the universities and to propose new and more efficient budgetary procedures. The committee's recommendations are mainly technical and incremental in character and seek to reconcile the university's autonomy with the principle of centralized government financing of higher education. Appendices provide a useful account of the British and Belgian systems of university financing.

655. Seier, Hellmut, "Der Rektor als Führer: Zur Hochschulpolitik des Reichserziehungsministeriums 1934-1945," Vierteljahreshefte für Zeitgeschichte, Volume 12 (April 1964), pp. 105-46.

A fascinating analysis of the Reich Ministry of Education's attempts to apply the Führer principle to the position of university rector during the Nazi era in Germany. The Ministry claimed the right to appoint the rector, but its prerogative was diluted by consultations with various organs of the Nazi party and by the continued right of the universities to nominate candidates. Such nominations tended to be respected; thus, few outright academic interlopers were appointed, although the rectors exercised greater authority than previously within their institutions and their tenure was extended substantially beyond the traditional one or two years.

656. Shils, Edward, "The Hole in the Centre: University Government in the United States," Minerva, Vol. 8, No. 1 (January 1970), pp. 1-8.

University government was not prepared to deal with universitywide problems created by the promulgation of demands and the taking of radical action to enforce them. Most American university teachers never thought of the university as having a special intellectual function of its own--exemplification and cultivation of the ethos of intellectual work. The area of decision affecting or involving the entire university--no man's land--was on the one hand not the concern of faculty governance nor, on the other hand, that of the presidents or trustees. University teachers in the United States should have developed an institutional structure between presidents and deans, on one side, and departments, on the other. ES wishes that European universities also would develop governance structures representing the interests of the whole university.

657. Shils, Edward, ed. Max Weber on Universities: The Power of the State and the Dignity of the Academic Calling in Imperial Germany. Chicago: University of Chicago Press, 1974. 62 pp.

First published in Minerva (Vol. 11, October 1973), this slim volume brings together ES's translations of Max Weber's occasional writings on universities and academic life. Together with ES's editorial notes, the essays provide important background information and insights regarding relations between the Prussian state and higher education prior to World War I, including the role of Friedrich Althoff (cf. Beutler and Henning, 1977).

658. Smelser, Neil J., and Gabriel Almond, eds. Public Higher Education in California. Berkeley: University of California Press, 1974. viii, 312 pp.

Several essays commenting on the strengths and weaknesses of California's public higher education system, with particular emphasis on its academic specialization, financing, political environment, and cultural milieu. In a lengthy and elaborate theoretical introductory analysis on social change, Smelser assesses from a functional perspective the capacity of the system to contain, manage, and absorb competition and conflict.

659. Smith, David N. Who Rules the Universities? An Essay in Class Analysis. New York and London: Monthly Review Press, 1974. 295 pp.

Starting with the question "Who rules the University of California?", this study of the Board of Regents of the University of California evolves into an exploration of the genesis and development of ruling class control of American universities. Its central argument is that "college educated workers are members of an expanded working class which has been called into being by a capitalist class faced with new needs in a new historical situation."

660. Sontheimer, Kurt. Das Elend unserer Intellektuellen: Linke Theorie in der Bundesrepublik Deutschland. Hamburg: Hoffman und Campe, 1976. 303 pp.

Under the deliberately polemical title, "Poverty of Our Intellectuals: Leftist Theory in the Federal Republic of Germany," a noted liberal political scientist analyzes the increasingly Marxist, dogmatic, and ideological character of most social science writing in Germany since the late 1960s. The majority of younger leftist intellectuals, many of whom originally were active in the student movement, have attacked the constitutional foundations of German society and the "bourgeois" social science which allegedly supports them. KS finds this rejection of the status quo too absolute and the attendant theories too abstract and sweeping to be persuasive. Yet both style and substance of this neo-Marxist approach have become so widely adopted on the left and thus so omnipresent in intellectual debates of any sort, that KS is apprehensive about

the ultimate consequences for West German democracy. This provocative study could be read in parallel with Langguth's (1976) more conventional account of the protest movement; examples of the sort of writing criticized by KS are Klüver and Wolf (1972), and Hirsch and Leibfried (1971).

661. Stroup, Herbert. Bureaucracy in Higher Education. New York: The Free Press, 1966. xi, 242 pp.

Defines bureaucracy in conventional Weberian terms: "a large-scale organization with a complex but definite social function," which is carried out impersonally by specialized staff following formal rules and procedures and controlled by a hierarchy of authority. The rules are intended to provide "consistency, rationality and defensibility" to the measures taken. HS admits that universities are subject to confusion of functions and goals, and that the formal hierarchy coexists uneasily with an informal decentralized "functional system of status" (Barnard). However, the bulk of HS's analysis views universities as virtually ideal-type bureaucracies.

662. Szreter, R., "An Academic Particiate -Vice-Chancellors 1966-7," Universities Quarterly, Vol. 23 (1968-69), pp. 17-45.

A detailed study of the backgrounds of members of the British Committee of Vice-Chancellors and Principals (the executive heads of universities and five large constituent colleges of London University) during the 1966-67 academic year. Data are presented anonymously for each individual on age, educational background, degrees, prior career, honors, and family status. Of the total group of 54, the average age on first appointment to a vice-chancellorship was 50, and they had been in office for an average of just under seven years. Fully one-half attended Oxbridge as undergraduates and many of the rest had research or teaching experience there; since only one-quarter attended elite public schools, RS argues "on balance" for "the importance of academic attainment at the expense of social connections" and thus for the predominance of meritocratic standards in the careers of the vice-chancellors. This contrasts sharply with most other elite groups in Britain, who have come predominantly from public schools. Moreover, persons from science and medicine form the largest broad group among the vice-chancellors, especially if one includes the new technological universities (the ex-CATs). For a complementary study, see Collison and Millen (1969).

663. Tabb, W. K., "Data Retrieval Systems, the University, and State Decision Making," Public Administration Review, Vol. 31, No. 4 (July-August 1971), pp. 435-40.

"This article discusses the desirability of locating a state or city information retrieval system at the university to be used jointly by on-line government agencies, top policy makers for budgeting and planning and university scholars for their own and state contracted research. The potential advantages and dangers of such a partnership are discussed from four viewpoints--that of the university, the government, the scholar, and the public. Suggestions are made concerning the politics of knowledge and the type of organizational arrangement which would be most advantageous to all concerned."

-- Talbott, John E. The Politics of Educational Reform in France, 1918-1940. Princeton, N.J.: Princeton University Press, 1969. x, 283 pp.

For full annotation, see entry No. 426.

664. Thieme, Werner. Deutsches Hochschulrecht: Das Recht der wissenschaftlichen Hochschulen in der Bundesrepublik Deutschland und im Lande Berlin. Berlin: Carl Heymann, 1956. xxiv, 491 pp.

A standard work on university law in the Federal Republic of Germany, soon after its founding in 1949. There are five parts. The first and longest deals with basic concepts and issues (including constitutional and legislative sources, the legal character of higher education institutions, academic freedom, and university-state relations); the other parts cover internal structure and administration, the full professors and other categories of teaching staff, students, and brief overviews of provisions in Austria, Switzerland, and the Netherlands. An extensive appendix includes numerous texts (mainly in excerpt form). As was generally characteristic of writings on university law through at least the mid-1960s, the approach is highly conservative. The university, for example, is defined not only in terms of its traditional functions as research and teaching but also in terms of its traditional structure (rector as executive, etc.). Probably the best source on the overall state of university law prior to the wave of legislation beginning about 1967. (See also Gerber, 1965; an analogous study of French institutions is Amestoy, 1968).

665. Thompson, D.F., "Democracy and the Governing of the University," Annals of the American Academy of Political and Social Science, Vol. 404 (November 1972), pp. 157-69.

"This article argues that although the case for popular participation in university government is not the same as the case for participation in a democratic state, some of the principles and structures of representative democracy can contribute to furthering the traditional purposes of the university. The institution of the university council or senate is examined, and the role of students in decisions on academic matters is discussed. Finally, the growing external pressures on the university and the reluctance of students and faculty to participate in university politics are cited as factors affecting the prospects of university governance."

666. Thompson, E. P., ed. Warwick University Ltd.: Industry, Management, and the Universities. Harmondsworth: Penguin, 1970. 166 pp.

An account of events at Warwick University in early 1970; students occupied offices to protest a long-delayed social building and by chance discovered that the university had been keeping files of political information on staff and students (which had been expressly denied). The issue soon became the control of the university, through membership on its lay council, by members of Britain's business and industrial elite, reinforced by the vice-chancellor's close identification with that group. Numerous documents are included.

667. Tice, Terrence N. Faculty Bargaining in the Seventies. Ann Arbor, Mich: The Institute of Continuing Legal Education, 1973. xvii, 408 pp.

A collection of some dozen articles, together with numerous textual appendices containing a wide variety of materials. The predominant emphasis is on legal analysis; documentation, especially of cases, is extensive. One chapter contains a state-by-state review of the situation up to 1972. Sequel to a publication of the previous year under the same editorship.

668. Titscher, Stefan. Struktur eines Ministeriums: Eine verwaltungssoziologische Studie zur Ministerialbürokratie. Vienna: Österreichischer Bundesverlag, 1975.

Under the title "Structure of a Ministry: An Administrative-Sociological Study of Ministerial Bureaucracy," this volume presents a case study of the Austrian national Ministry of Education. ST points to a number of features which greatly limit the capacity of the ministry for effective, task-oriented administration. Officials generally advance vertically, strictly by seniority; officials' formal duties are specified in detail, their substantive responsibilities much less so; this in turn permits the piecemeal division of tasks to suit the interests of specialized subunits (Referate); adherence to hierarchical communication further hinders cooperation.

669. Trotabas, Léon, "La Direction de l'Enseignement Supérieur, les Conseils et les Comités," Revue de l'Enseignement Supérieur, Vol. 3 (1960), pp. 12-31.

Informative discussion of the institutionalized modes of faculty participation in the formulation of higher education policy in France at the government level in the early sixties.

-- Trow, Martin, "Reflections on the Transition from Mass to Universal Higher Education," Daedalus (Winter 1970), pp. 1-42.

For full annotation, see entry No. 436.

-- Tucker, Joseph B., ed., "The Politics of Higher Education," AAUP Bulletin (Autumn 1973), pp. 286-323.

For full annotation, see entry No. 638

-- Usdan, Michael D., David W. Minar, and Emmanuel Hurwitz, Jr. Education and State Politics. The Developing Relationship between Elementary-Secondary and Higher Education. New York: Teachers College Press, Columbia University, 1969. 190 pp.

For full annotation, see entry No. 442.

670. Van de Graaff, John H., et al. Academic Power: Patterns of Authority in Seven National Systems of Higher Education. New York: Praeger, 1978. xiv, 217 pp.

This study analyzes decision-making structures and the distribution of power and authority from the national level to the department, at the academic grass roots, in seven nations: the Federal Republic of Germany, Italy, France, Sweden, Great Britain, the United States, and Japan. Concepts used include the degree of hierarchy at a given level of decision-making (and between levels), and the extent of fragmentation or cohesion. Both in the lengthy country chapters and in two concluding analyses by Burton Clark and Dietrich Goldschmidt, the study assesses the relative influence of academic groups, academic and government administrators, and political forces at the various levels. For each country, the traditional structure as it existed up to the 1960s is contrasted with changes which have occurred since then. A general trend toward greater administrative and governmental power in higher education is observable, which in most cases more than offsets increases in participation recently granted to hitherto excluded groups, such as junior academic staff and students, in some countries.

671. Van de Graaff, John H., "Evolution in Higher and Professional Education: Questions of Authority," in Edmund J. King, ed., Reorganizing Education:

Management and Participation. Annual Review of Social and Educational Change. Vol. 1. London: Sage, 1977, pp. 187-206.

Analyzes evolving national patterns of power and authority in higher education, focusing above all on the United States, Great Britain, and certain countries of continental Europe, notably West Germany and France. The traditional systems of the latter countries, centered on professorial chairs and subject to significant government oversight, are contrasted with the department-based systems of North America, featuring greater institutional autonomy and stronger administration at the university level. Certain concepts used in analyzing academic government are reviewed, including bureaucracy, collegiality and professional authority, and political or participatory structures. The latter have been widely introduced on the continent, including a university executive elected by a council representing all university groups.

-- Van de Graaff, John H. The Politics of University Reform, 1810-1970. Unpublished disseration, Columbia University, 1973. 393 pp.

For full annotation, see entry No. 73.

-- Van de Graaff, John H., "The Politics of Innovation in French Higher Education: The University Institutes of Technology," Higher Education, Vol. 5 (1976), pp. 189-210.

For full annotation, see entry No. 443.

-- Veblen, Thorstein. The Higher Learning in America: A Memorandum on the Conduct of Universities by Businessmen. New York: B. W. Huebsch, 1918. viii, 286 pp.

For full annotation, see entry No. 74.

672. Verband Deutscher Studentenschaften. Studenten und die Neue Universität. Bonn: VDS, 1962. 93 pp.

A report, entitled "Students and the New University," prepared by a commission sponsored by the Association of German Student Bodies. Even more than the other major student memorandum of the early 1960s (SDS Hochschuldenkschrift), the report is (in retrospect) strikingly moderate and at points even traditional in its thrust. Considerable attention is given to the curriculum, emphasizing the need for specialized studies to be planned as freely as possible by the student. Structurally, students, assistants, and professors are seen as distinct groups, but few specific proposals are made concerning their participation (only for the academic senate are proportions of 25, 25, and 50 percent recommended). Relations with society receive relatively little space: the university is to consider society's demands but must maintain an independent, critical stance toward them. Altogether, stress is on adapting the university to the inherent requirements of creative scholarship, such as interdisciplinarity, in vivid contrast with student groups' later concern with commitment to societal needs.

673. Vig, Norman J. Science and Technology in British Politics. Oxford: Pergamon Press, 1968. 190 pp.

A rich, detailed study of the science policy debate between Britain's two major parties from 1959 to 1966. Prior to the 1960s, NJV suggests, science policy was rooted in historical practices, and he attributes the shortage in

technical and scientific manpower partly to the reluctance of British universities to develop scientific curricula well into the twentieth century.

674. Vivre notre histoire. Aimé Savard interroge René Rémond. Paris: Le Centurion, 1976. 392 pp.

A substantial portion of these interviews with the noted French historian, René Rémond, is devoted to his role in university affairs, notably as the first president of the University of Paris-Nanterre elected under the 1968 Orientation Law and former head of the Conference of University Presidents. Post-1968 obstacles to university reform have confirmed RR in the "conviction that our society is profoundly resistant to change and that nothing is more difficult to achieve in France than a progressive and deliberate evolution."

675. Vring, Thomas von der. Hochschulreform in Bremen: Bericht des Rektors über Gründung und Aufbau der Universität Bremen während seiner Amtszeit von 1970 bis 1974. Frankfurt/Main: Europäische Verlagsanstalt, 1975. 280 pp.

"Reform of Higher Education in Bremen: Report of the Rector on the Foundation and Development of the University of Bremen from 1970 to 1974"--after resigning as founding rector, the author prepared this essay, largely for the general public. It is perhaps the best source on the early history of West Germany's most innovative new university, best known for its implementation of a unique version of "one-third parity"--all organs consisted one-third teaching staff, one-third students, and one-third nonacademic staff (cf. Albers, 1968). The book describes all sides of the new university, notably its curricular innovations (in law and teacher training) and the operation of its policy-making structure. The former rector describes his strong position as leader of a majority coalition cutting across the three groups, dominated by the academic staff, and largely left-wing social democratic in orientation, although with support from orthodox communists among the students. The only opposition came from an ineffective group of "Chaoten" (mainly student Maoists), whose strength has waned somewhat. The whole enterprise has attracted fierce opposition from the political right and from the conservative press (cf. Griesche, 1974). As a result of the Federal Framework Law of 1976 (Schenck, 1976), the participation of students and general staff is being cut back, but this will probably only confirm the dominance of the academic staff, without altering the overall policy orientation of the university.

-- Wallerstein, Immanuel. University in Turmoil. The Politics of Change. New York: Atheneum, 1969. ix, 147 pp.

For full annotation, see entry No. 75.

-- Wallerstein, Immanuel, and Paul Starr, eds. The University Crisis Reader. Vol. I: The Liberal University under Attack. Vol. II: Confrontation and Counterattack. New York: Random House, 1969. xxv, 558 pp., and xxi, 515 pp.

For full annotation, see entry No. 76.

676. Wasser, Henry, "Management by Professors: A Proposal," International Journal of Institutional Management in Higher Education, Vol. 1, No. 2 (October 1977), pp. 97-104.

"Entry into mass higher education apparently calls for new management style

and structure. Some suggest that proliferation of professional administrators is inevitable. The author contends that administration should not exist as an estate separate from the estates of faculty and students. He proposes that professors with a predilection for administration possessing the appropriate scholarly expertise perform the administrative tasks in the contemporary university, thus maintaining in somewhat changed form the collegiality so essential to the university over the centuries."

677. Weinberg, I., and K. N. Walker. "Students, Politics, and Political Systems: Toward a Typology," American Journal of Sociology, Vol. 75, No. 1 (July 1969), pp. 77-96.

Discussion of student politics predicated on the assumption that sociopsychological explanations of student political participation tend to ignore the structural links between political systems, university, institutionalized, and noninstitutionalized student politics. The major forms in which institutionalized student politics tend to appear are closely linked to the attributes of political and educational systems. Government control over university structure and financing and recruitment to political careers through party sponsorship are two major determinants of student politics patterns. Where recruitment is low and government control strong, national student unions tend to predominate.

678. Welch, S., and E. F. Carlson, "The Public and the Campus: A View from Two Communities," Social Science Quarterly, Vol. 53 (1972), pp. 544-56.

The attitudes of nearly six hundred respondents in both a university and a non-university community were surveyed concerning students, student protests, and universities in general. Public attitudes towards universities and students, as they were reflected in these two communities proved to be much less hostile than commonly assumed. There was strong general support, combined with sharp condemnation of certain campus events and militant tactics of protests. There were no significant differences between respondents in the two communities.

-- Williams, Gareth, Tessa Blackstone, and David Metcalf. The Academic Labor Market: Economic and Social Aspects of a Profession. Amsterdam: Elsevier, 1974. 566 pp.

For full annotation, see entry No. 780.

-- Wolff, Robert Paul. The Ideal of the University. Boston: Beacon Press, 1969. xiii, 161 pp.

For full annotation, see entry No. 78.

679. Wolfle, Dael. The Home of Science: The Role of the University. New York: McGraw-Hill, 1972. xii, 202 pp.

Sober and well-informed study of the relationship between science, government, and the university in the United States. The historical circumstances that led to this convergence of science and government are discussed lucidly in chapters organized around three themes: the professionalization of science, the nature of science, the search for patrons, and the development of the university itself, particularly on the German model.

680. Wuliger, Robert, "Italian Universities and the Social Crisis," AAUP Bulletin (Autumn 1975), pp. 232-38.

A biting analysis of the politics of Italian university reform against the background of Italy's economic, social, and political crisis. Stresses the divisions among political parties on educational issues and the difficulty of introducing change within a bureaucratized, corrupt, and archaic environment and a "feeble, force-fed economy."

681. Zoglin, Mary L. Power and Politics in the Community College. Palm Springs, Calif.: ETC Publications, 1976. x, 166 pp.

Crisp and unique study of the power structure of community colleges and the internal and external forces shaping their operation. Useful reference point for further research and analysis.

CHAPTER FOUR

THE ECONOMICS OF HIGHER EDUCATION

The 1960s saw a flurry of articles from American economists on the human capital approach to higher education or the rate of return on an education investment. Such well-known economists as Schultz, Becker, Mincer, Johnson, and Arron developed this area, which in elaborated form along with other realms of investigation, has come to be called economics of education. Although the research has not always distinguished between lower and higher education, this chapter is concerned with the economics of higher education.

While there has been general agreement about what economics of higher education encompasses, different classifications or categories have been established. Bowman, Debeauvais, Komarow, and Vaizey, in their 1968 UNESCO Readings in the Economics of Education, for example, differentiate between the economic value of higher education and the economic aspects of educational systems. Under value they include impact on labor productivity and growth, occupational mobility, human capital formation, and distribution of income. Aspects involve internal efficiency of educational institutions and the relation between costs of education and methods of financing these costs.

A four-part division was utilized by Benson, Ritzen, and Blumenthal in their survey of recent perspectives in Economics of Education (1974). Macroeconomics was the category for human capital, economic growth, productivity, rates of return, and manpower planning. In the second unit, naturally called microeconomics, are listed production functions, equitable use of educational services, student time, etc. The third and fourth classifications were distributional economics, generalized and applied. Diffusion of educational opportunities, screening, sorting, filter functions, and assessment of social benefits were considered general. Applied distributional economics was related to income dispersed as a result of educational systems, financing and education considered as a consumer good.

The German researcher Hüfner, in his 1968 unannotated bibliography, adhered to an alphabetical listing.

While the efforts at subdividing have been helpful, it has become evident that the discipline of economics of higher education is not so well-developed that some large categories would not remain relatively empty of published items. Consequently the most appropriate listing in this chapter's annotated entries is alphabetical, although a loose classification of key references seems appropriate to this introduction.

Conceiving education primarily as adding to human capital is characteristic of many economists in this area of research. Education as human capital may be submitted to model formulation, hypothesis, and verification in a manner similar to that with which economists approach any discussion of capital. Answers are sought by human resources or human capital theorists to such questions as these: does investment in education increase the income of the college graduate over that of the high school leaver? At what rate? How much does the B.A. or M.A. or Ph.D. add in terms of lifetime income?

Although Americans were foremost in the pioneer development of the field, Europeans contribute not insignificantly. Psacharopoulos (1972, 1973) developed various procedures for calculating the rates of return for investment in education conceived as human capital and compared the data from more than fifty countries. Wiles (1974) would rescue economics of education from human capital theorists presuming rationality and perfect competition. Blaug (1972) advocated a rate of return approach in which the rate is considered a discount factor equalizing the cost of educational resources invested in an individual with the flow of economic benefit to society gained from his increase of income. Americans continued to elaborate on the primary work of the late 1950s and early 1960s. Welch (1975) added life-cycle earnings patterns to schooling-income association in constituting the fundamental notion of human capital. Raymond and Sesnowitz (1975) applied human capital theory to 1970 census data.

A second subdivision of the economics of higher education may be labeled the cost/benefit analysis of educational expenditures. Specifically, what benefits, private or social, are derived from this concrete educational cost? Fereira (1970), Marinory (1972), Handa and Skolnick (1975), and Windham (1976) among others were particularly engaged in this approach. Fereira measured and compared unit costs within the educational system. Marinory was concerned with the benefit, production of knowledge, and its implications for industrial production. Handa and Skolnick questioned the efficiency of using cost/benefit analysis as a tool of public decision-making in allocating educational funds. Windham, while emphasizing social benefits to justify public support, explored alternative funding systems.

Governments wish to know the relation of education to the labor market, the accuracy of planners in "forecasting" manpower needs, and the response of educational institutions to those needs. Attempts, therefore, have been made to apply the analyses and methods outlined in the new economic literature of higher education to manpower forecasting. Ahamad and Blaug (1973) used case studies in analyzing forecasting for all occupations and for single occupations in Canada, France, Britain, Sweden, and the United States. Gordon (1974) studied the role of manpower requirements with respect to the colleges' effort to expand or contract their programs. Williams, Blackstone, and Metcalf (1974) investigated considerations of alternative employment when forecasting the academic labor market in the British system.

Of course, the ultimate objective of this kind of economic interpretation was rational educational planning with mathematical models formed where feasible. Jensen (1972) proposed decentralized planning procedures with decision roles defined in terms of mathematical structures and data requirements. A model for student demand equations and college supply equations was formulated by Handa (1972). However, Padley (1972) asserted that whereas mathematical models and model-making were basic aims of research in the 1960s, in the 1970s they are the methods of problem-solving within an overall model utilizing statistical and quantitative methods for resource planning. Fielden and Lockwood (1973) developed field studies for planning and management in British universities and Onushkin (1971, 1973) presented case studies and data from questionnaires on planning and development from a hundred universities. A variety of OECD reports (1972) also contributed analyses in this direction.

An early subject for scrutiny by economists of higher education was, expectedly, financing. Keezer (1959) and Chambers (1963) dealt with how colleges were financed from tax and nontax sources. The Joint Economic Committee (1969) described the potential for federal and nonfederal higher education financing while the National Commission on Financing of Post-Secondary Education

(1973) discussed procedures for determining per-student costs and evaluated the effectiveness of alternative financing plans. In 1972 Butcher and Rudd studied comparatively ways of financing higher education in Australia, Belgium, Canada, Denmark, France, the Federal Republic of Germany, Japan, the Netherlands, Norway, Sweden, the United Kingdom, and the United States.

The relevance and relation of education to economic growth was naturally of interest to political and government officials. In 1967 Vaizey considered consequences for higher education of a 3 3/4 percent growth in GNP, but in 1972 he saw higher education as a "consumption good" rather than as an investment contributing to economic growth. MacMahon (1974) outlined means of relating investment in higher education more closely to faster economic growth in Britain and the U.S.

Economists, however, also looked inside educational institutions, emphasizing the problems of productivity and efficiency. An early article was written by B. Williams (1963), who proposed to raise university productivity by rearranging academic time units and increasing plant and supporting staff load. Woodhall and Blaug (1965) constructed different output indices and concluded that university productivity had decreased. The 1972 OECD (Bottomley) report analyzed unit costs and planning models, emphasizing economies of scale at Bradford University. Laidlaw and Layard (1974) contrasted costs and productivity at open universities with those at other British universities. Pickford (1975) established a method for incremental costing of university expansion and economies of scale for a British university.

Under the rubric also came resource allocation, where Carter, administrator as well as economist, asserted in 1965 that the Robbins Report misleadingly based allocation on marginal instead of average costs. Pfeffer and Salancik (1974) showed the effect of department power on resource allocation decisions in universities. Verry and Davies (1975) focused on how to allocate expenditures as between universities and polytechnics, departments, research, and training.

Relevant statistics were given in Harris's work (1972) and general introductions to the new discipline were written by Edding (1963) Danière, (1964) Harris (1970), Oliviera (1976), Woodhall (1972), and Benson and others (1974).

The guiding principle of selection in the chapter has been to include European contributions even when limited, along with highly selected American studies. While the net was cast wide for European investigations, many American references that might have been annotated were curtailed or eliminated. The comparative aspects of the economics of higher education were highlighted where possible.

Of interest is the recognition that the early items reflect the economic issues occasioned by expansion and the later ones those caused by "steady state" or contraction of educational systems and individual postsecondary institutions. Differences of procedure or method are not particularly apparent, however, as between expansion and contraction phases. The process in time seems to be one of increasing refinement and sophistication, so that while the entire corpus of research in economics of higher education is useful, more recent books and essays are valuable to planners, administrators, and collegial faculty governors in Europe and the United States. Also valid is the observation that Europe lags behind the United States in methodology and subtlety of research in economics of higher education. As this annotated bibliography considered as a whole demonstrates, Europeans generally appear more involved

and concerned with the sociology and politics rather than the economics of higher education.

For the United States perhaps the most serious lack is that state legislators, government officials, independent college trustees, educational system bureaucrats, and campus administrators in whose hands power of decision presently resides have not yet utilized in operations and planning the wealth of theory and analysis created by human capital theorists. Nor have they yet made operational on a large scale the recommendations of the productivity/efficiency experts. Their delay may result from the lingering suspicion that many of these studies fail to consider adequately higher education as a "consumption good."

682. Adkins, Douglas L. The Great American Degree Machine--An Economic Analysis of the Human Resource Output of Higher Education. New York: Carnegie Commission on Higher Education, Berkeley, 1975. 663 pp.

Primarily useful for statistical data on annual academic output (degrees) of universities in U.S. (1890-1971): the age distribution of degree recipipients in certain survey years, transition frequencies and time lapse distributions for attainment of higher degrees by holders of lower degrees in selected years, and the American population of academic degree holders annually from 1930 to 1971. More than two hundred tables and subtables, helpful for labor force forecasting, and a selected bibliography.

683. Ahamad, Bashir, and Mark Blaug. The Practice of Manpower Forecasting: A Collection of Case Studies. San Francisco: Jossey-Bass, 1973. 323 pp.

Case studies analyze forecasting for all occupations and for single occupations in Canada, France, Britain, Sweden, and the United States. Manpower forecasting must predict shifts in demand, changes in quantity demanded, introduce costs of education as decision-variable, make optimizing predictions to be relevant to educational planning. To help educational decision-making, we must specify objectives in quantitative terms and maximize objectives within constraints limiting potential.

684. Arrow Kenneth, "Higher Education as a Filter," in Keith Lumsden, ed. Efficiency in Universities, The La Paz Papers. New York: Elsevier, 1974, pp. 51-74.

In Arrow's model higher education does not, contrary to human capital theorists, contribute to superior economic performance but serves as a screening or filter device in that it sorts out individuals of differing abilities, thereby conveying information to the purchasers of labor. Colleges serve as a double filter, once in selecting entrants and again in passing or failing students. The filter model depends on unmeasured and unmeasurable variable "ability" and its use leads to the conclusion that an increase in the resources devoted to college education will have no positive effect on output in noneducational sectors if all the variables are accounted for. The relation between college filtering and on-the-job filtering must be elaborated. The increase in college population and the consequent increased supply will decrease the use of alternative filtering, such as on-the-job.

685. Asselain, Jean-Charles. Le Budget de l'Education Nationale (1952-1967). Paris. Presses Universitaires de France, 1969. vii, 280 pp.

A pioneering study of the French government educational policy based on an examination of the educational budget between 1952 and 1967. The author focuses the discussion on the growth and changing structure of the educational budgets, and he analyzes their implementation in the framework of national planning.

686. Benson, Charles S., Jo Ritzen, Irene Blumenthal, "Recent Perspectives in the Economics of Education," Social Science Quarterly, Vol. 55, No. 2 (September 1974), pp. 244-61.

Survey of three industrially developed regions of the world--North America, Western Europe, and the USSR, including (1) macroeconomics on contribution of education to economic growth and concept of human capital, education, and labor productivity, rates of return, and manpower planning; (2) microeconomics on production functions, i.e., on equitable distribution of educational services,

effective use of students' time; (3) distributional economics, i.e., social distribution of educational opportunities and screening or sorting function of education, and assessment of social benefits; and (4) distribution of income as a result of operation of a particular system and its financing, and analysis of education as a consumer good.

687. Berner, Boel, "Human Capital, Manpower Planning and Economic Theory: Some Critical Remarks," Acta Sociologica, Vol. 17 (1974), pp. 236-55.

A Marxist critique by a Swedish economist who finds educational statistics useful for descriptive purposes but believes economists of education have not incorporated social variables in their narrow financial and quantitative analyses. Moreover, BB contends that they have ignored the influence on educational policy and outcomes of historical, cultural, and political differences among nations, that they fall prey to technological determinism, and that they assume that distribution of social wealth between workers and others depends on technology. Concludes that economics of education has become an ideological tool influencing the direction of educational policy in many countries.

688. Blaug, Mark, ed. Economics of Education. Harmoudsworth, Middlesex: Penguin, 1968. Vol. I, 423 pp.; Vol. II, 381 pp.

Volume I contains pioneering work on the concept of human capital by Schultz and Johnson, cost-benefit analysis of educational expenditures by noted economists Hansen, Becker, and Weisbrod, manpower-forecasting approach by Moser, Layard, and Arrow, and educational planning in developing countries by Anderson, Bowman, Balogh, and Foster. Volume II has international comparisons approach to educational planning in developing countries, with articles by Harrison, Myers, Bowman, and others; mathematical models in educational planning by Tinbergen, Bos, and Bowles; international migration of human skills; productivity and efficiency of education by Blaug and Carter; and the finance of education by Peacock and Wiseman. The two volumes altogether contain thirty-six carefully selected items in the rapidly growing field published from 1959 to 1968.

689. Blaug, Mark. An Introduction to the Economics of Education. London: Allen Lane The Penguin Press, 1972. xviii, 363 pp.

Deals with economics as opposed to the social or political role of the education process. Advocates "rate of return" approach, i.e., rate of return as discount factor equalizing the cost of educational resources invested in an individual to the flow of economic benefit to society derived from that education, measured as the resultant gain in income for the individual concerned.

690. Bowen, W. G., "Assessing the Economic Contribution of Education: An Appraisal of Alternative Approaches," Higher Education, Report of the Committee under the Chairmanship of Lord Robbins, 1961-63. London: H.M.S.O., 1963, Appendix IV, pp. 73-96.

Focuses on major approaches--simple correlation, i.e., correlating some overall index of educational activity with some index of the level of economic activity; residual, where the total increase in economic output of a country over a given period is taken, identifying total increase with measureable inputs (capital and labor), and then the residual is attributed to the unspecified inputs such as education and advance in knowledge; direct returns-to-education, both personal profit and national productivity; and forecasting manpower needs.

691. Bowen, William G. Economic Aspects of Education. Princeton: Princeton University Industrial Relations Section, 1964. 125 pp.

Collection of three articles assessing alternative approaches to the economic contribution of education and implications of university financing in Britain and the U.S. for educational issues and subject differentials in British university salaries.

692. Bowen, William G. The Economics of Major Private Universities. Carnegie Commission on Higher Education, Berkeley, 1968. 66 pp.

Phrased in nonmathematical language, this monograph clarifies the outlook for private universities in terms of trends of expenditures and outlook for income compared with trends of expenditures under more recent economic pressures and increased public interest in private universities.

693. Bowles, Samuel, and Herbert Gintis, "The Problem with Human Capital Theory--A Marxian Critique," American Economic Review, Vol. 65, No. 2 (May 1975), pp. 74-82.

Human capital theory excludes relevance of class and class conflict but such basic phenomena as wage structure, individual attributes valued on the wage market, and social relations of the educational process can only be accounted for through an implicit class analysis. Theory of human capital ultimately attributes social or personal ills either to shortcomings of individuals or to unavoidable technical requisites of production, thus providing good defense of status quo.

694. Bowman, Mary Jean, "The Human Investment Revolution in Economic Thought," Sociology of Education, Vol. 39 (1966), pp. 111-38.

A survey of the literature under four classifications of economics of education as an investment in human beings: (1) aggregative measurements of magnitude of human capital formation and its contribution to national income growth; (2) application of microdecision theory to analysis of demands for schooling, career choices, income and opportunity distribution, and on-the-job training; (3) determinants of demands for educated or trained people, effect on such of economic development, and interaction of human resource demand and supplies; and (4) methodological research with respect to educational planning.

695. Brownrigg, Mark. A Study of Economic Impact: The University of Stirling. Edinburgh: Scottish Academic Press, 1974. 115 pp.

A technical study of the local economic impact of a new Scottish university (established in 1966). MB concludes that such a foundation can substantially affect growth of population and employment and "should therefore be considered more in terms of an act of regional policy than seems to have been the case in the past." Analyzes the new university's impact on local economy and develops a basic model from which estimates can be made of impact on income, employment, and population. Begins by describing the population characteristics of the Stirling area, local industrial structure and employment characteristics, and makes forecasts for their future regardless of the effects of the university. Goes on to illustrate how growth forces of the new project can be analyzed, developing a basic regional multiplier and applying it to furnish estimates of the project's impact on local incomes. Using these data and a modified employment multiplier, further estimates are made of the project. Overall employment figures from the growth of the project are analyzed to give a basis

from which estimates can be made of the impact of the new project and its secondary growth on local population levels. Gathers the estimates for both internal and university growth so that their application for planning in the area can be considered.

696. Cameron, D. R., and R. J. Hofferbert, "The Impact of Federalism on Education Finance: A Comparative Analysis," European Journal of Political Research (September 1974), pp. 225-58.

Hypothesis is that differences between federal and unitary systems of government can be related to differences in distribution of finance to education across and within nations. There are significant differences between the two types of systems in the degree to which educational policy outputs equalize territorial disparities in wealth and effect a redistribution of funds within the nation. Conclusion is that whatever the appeals of decentralization, a fundamental change in intergovernmental relations toward federalism may, in fact, intensify rather than relieve international disparities in socioeconomic resources.

697. Carnegie Commission on Higher Education. The More Effective Use of Resources: An Imperative for Higher Education. New York: McGraw-Hill, 1972. xi, 201 pp.

A report sponsored by the Carnegie Commission on Higher Education stressing the need for more effective use of resources in order to enable the university to cope with the current financial and fiscal difficulties. Methods proposed include a better utilization of faculty time, greater flexibility in budgetary practices, better planning, and more adequate control of capital costs.

698. Carter, Allan M., "Economics of the University," American Economic Review, Vol. 20, No. 2 (May 1965), pp. 481-94.

Universities are viewed as firms producing multiple products operating under the conditions of variable proportions, with cost interdependencies producing a strong incentive for vertical integration, particularly in a backward direction (i.e., once committed to production of Ph.D.s, cost factors necessarily impose adoption of undergraduate programs producing baccalaureates). Constancy of costs over wide range of scale after minimum enrollment is met--probably 1500 students. Economists should study qualitative measures in higher education--student test scores, fellowship data, institutional finance, subjective ratings.

699. Carter, Charles F., "Can We Get Higher Education Cheaper?" Journal of the Manchester Statistical Society, (December 1965), pp. 1-14.

Attacks the Woodhall and Blaug Minerva article on British university productivity and denies that there is any evidence of inefficiency in British universities. The paper closes with a proposal to give British universities power to borrow on capital account.

700. Carter, Charles F., "The Economics of Higher Education," Manchester School (January 1965), pp. 1-16.

A general discussion of the problems of resource allocation within universities in which economic analysis can be helpful. Some alternative estimates of per pupil costs are produced for British universities, which differ from both University Grants Committee and Robbins Report estimates; the author argues that Robbins' estimates are misleadingly based on marginal instead of average costs.

701. Casasco, Juan A. Planning Techniques for University Management. Washington: American Council on Education ERIC, 1970. 77 pp.

Listing of twenty-one case studies of American universities in computer-assisted university planning--operational and developmental--and further divided into comprehensive and specialized.

702. Chambers, M. M. Financing Higher Education. Washington, D.C.: Center for Applied Research in Education, Inc., 1963. 109 pp.

An introductory, popularized study of how colleges are financed from tax and nontax resources, expenditures, and efficiency.

703. Chambers, M. M. Higher Education: Who Pays, Who Gains. Danville, Ill.: Interstate Printers and Publishers, 1968. 302 pp.

Examines principal sources of income for public and private colleges and universities. Points out close connections between higher education and economic growth. Foresees increase of federal contributions. Sympathetic to proposal for annual federal grant to institutions for general operating expense to all reputable colleges and universities, public and private, which would reduce fees by 30 percent and which would be particularly helpful to poorer private colleges.

704. Commissariat Général au Plan. Rapport de la Commission Education et Formation. Paris: La Documentation Française, 1976. 212 pp.

Report of the functional Committee on Education and Training of the French Commissariat au Plan. According to its terms of reference, the committee's aims were to outline the major articulations and orientations of a national educational policy for the Seventh Plan. The section on higher education discusses the missions of the universities, their relationship with the state, administration and governance, and linkages with society and the economy. Its conclusions and recommendations are overshadowed by the planners' growing concern for the underemployment of university graduates and thus lay far more emphasis than in the past on the economic missions of higher education. By the same token, the social functions of the university seem to recede into the background.

-- Coombs, Philip H. The World Educational Crisis. A Systems Analysis. New York: Oxford University Press, 1968. x, 241 pp.

For full annotation, see entry No. 173.

705. Danière, André. Higher Education in the American Economy. New York: 1964. 202 pp.

Applies theory of welfare economics to higher education, would decentralize economic decisions, and devises plans for help to private sector of higher education. In general favors free market approach to university operations.

706. Danière, André, "The Economics of Higher Education." Annals of the American Academy of Political and Social Science, Vol. 404 (November 1972), pp. 58-70.

In the decade from 1962 to 1972, economists of higher education have shifted their emphasis from the study of rates of return and the optimum extent of social investment in higher education to the analysis of its distribution among different social groups. Their primary contribution (1972) is in the comparison of alternative of equity or equal opportunity.

707. Daumard, Pierre. Le Prix de l'Enseignement en France. Paris: Calmann-Levy, 1969. 269 pp.

A unique and invaluable study of the economics of education in France. The author, who teaches in the Law Faculty of Paris, deals with all levels of the French educational system, but his work contains a great deal of information on higher education. Part one examines the structural components of the cost of education and focuses on the state education budget. The data show "more passive adaptation to variations in enrollments than an active determination to adapt (education) to the structural evolution of the economy of a modern society." Part two focuses on the factors of inflation in French education, with particular emphasis on the expansion of the faculty and the democratization of education. The final section explores the "social cost" of education and discusses the share of local government in financing education and the financial burden accepted by the consumers of education. A most unusual, well-researched, and indispensable, if slightly dated, reference work.

708. Davis, I. Ronnie, and John F. Norrall, III. Evaluating Educational Investment. Lexington, Mass.: 1975. 112 pp.

Examines economic analysis of education as investment, rate of return analysis, cost-benefit analysis, measurement of education's impact on the incomes of particular individuals and society as a whole, and concludes that a serious misallocation exists.

709. The Economics and Financing of Higher Education in the U.S. A Compendium of Papers Submitted to Joint Economic Committee, Congress of the U.S. Washington, D.C.: U.S. Government Printing Office, 1969. 683 pp.

Contains lengthy introduction to structure and economics of higher education, efficiency and equity in higher education, quality of output and costs of higher education institutions, economic prospects for private institutions of higher learning, potential for nonfederal and federal higher education financing.

710. Edding, Friedrich. Ökonomie des Bildungswesens: Lehren und Lernen als Haushalt Und Aus Investition. Freiburg: Rombach, 1963. 440 pp.

A pioneering work consisting of a collection of papers covering a wide range of the economics of education, including a comprehensive bibliography.

711. Education Commission of the States. Financing Post-Secondary Education: Policy Development and Decision-Making. Denver: The Commission 1976.

Presents highlights of a series of conferences held to review and debate the major findings of the several task forces and commissions that have studied the financing of postsecondary education.

712. Fereira, Manuela Leite, Patrick Lynch, Keith Norris, John Sheehan, and John Vaizey. The Economics of Educational Costing. 4 vols. Lisbon: Gulbenkian Institute, 1968-70.

Authors present a number of studies centering on the measurement and comparison

of unit costs within the educational system and review existing works in the general field of economics of education and manpower planning.

713. Fischer, Andreas, "American University Planning and Its Relevance to German Education Policy," International Review of Education, Vol. 20, No. 2 (1974), pp. 138-54.

In both countries discussion of higher education policy follows American economists of education who stress connection between investment in education and economic growth, the concept of human capital, and thus the demand for educated manpower becomes a more central theme for educational research. Asserts that German more than American higher education policy-makers emphasize policy and goal-setting in universities. Concludes that FRG and US must abandon high priority on manpower or social demand and concentrate on financial, physical, and personnel resources available to universities for optimum utilization, future needs and absorption capacity of labor market for university graduates, and actual wishes of university applicants with respect to fields of study and job expectations.

714. Folger, John K., Helen S. Astin, and Alan E. Bayer. Human Resources and Higher Education. Staff Report of the Commission on Human Resources and Advanced Eduation. New York: "The Commission, 1970." 1970. 475 pp.

Investigates how the nation develops and utilizes its human resources. Summarizes the manpower problems and issues facing the nation as related to supply and demand of university graduates, flow of students through the educational system, mobility of high-level manpower, educational and vocational development of women and low socioeconomic groups, manpower planning, and manpower market operations, and concludes with a description of research needed on human resource investment models.

715. Froomkin, Joseph T., Dean J. Jamison, and Roy Radner, eds. Education as an Industry. Cambridge, Mass.: National Bureau of Economic Research, 1976. 489 pp.

Includes eleven papers on internal workings of the educational system--its production functions, cost functions, and productivity--presented at a Chicago conference in 1971. Part one contains three papers estimating production functions at different levels in the education system, using several measures of output. One paper on methodology and relevance of production function analysis is also included. Part Two has papers on the range of California compensatory education programs and on cost/effectiveness of computer-assisted instruction. Part Three examines factors influencing demand for higher education, productivity as a variation of unit cost from 1930 to 1967, costs applying operations research, and faculty-student ratio as most important determinant of per student costs. The final paper discusses policy issues understood by "education as an industry" research and suggests avenues for further research. Comments by conference participants are included.

716. Gordon, Margaret S. Higher Education and the Labour Market. New York: McGraw Hill, 1974. 630 pp.

A substantial work dealing with such issues as the existence of an equilibriating mechanism that alleviates deficits and surpluses through adjustment of students' choice of fields, increased preference of employers for holders of advanced degrees, the highly sophisticated techniques required to forecast needs for highly educated manpower (because of long period of training involved), the impact of education on income and changing income relationships as college-

educated workers come to represent a larger and larger proportion of the labor force, credentialism, academic labor market, and role of manpower requirements with respect to the colleges' efforts to expand or contract their programs.

717. Greenaway, Harriet, and Gareth Williams, eds. Patterns of Change in Graduate Employment. London: Society for Research into Higher Education, 1973. 171 pp.

A self-explanatory title, with chapters on such topics as first employment, labor market trends, career influences on educational choice, advisory services, mid-career problems of graduates, and manpower forecasting and engineers. The editors conclude that the differential between graduate and nongraduate salaries may be shrinking, and that this and a wide variety of career-oriented information should be efficiently provided to the potential student. While there may not be a crisis, change is in the offing; adaptations, such as the hiring of graduates in new fields and firms, and the extension of recurrent education as the economic advantages of a degree decrease (thereby making the postponement of education relatively more attractive) will require time. Important facts arising from the study include the present insufficiency of adaptability within the graduate job market, poor articulation between curricula and employment, and the inevitable slowness of adaptation.

718. Griliches, Zvi, and William M. Mason, "Education, Income and Ability," Journal of Political Economy, Vol. 80, part II (May June 1972), pp. 74-103.

Data used are from the 1964 sample of U.S. military veterans, and the author's findings from the data support economic and statistical significance of schooling in the explanation of observed differences in income and relatively low independent contribution of measured ability, and throw doubt on the asserted role of genetic forces in determining income.

719. Grubel, H. C., and A. D. Scott, "The International Flow of Human Capital," American Economic Review, Vol. 56 (1966), pp. 268-75.

Asserts that migration of highly skilled individuals to the U.S. and training foreign students in the U.S. involve international transfer of resources in the form of capital, unrecorded in balance of payments statistics. Concludes that the exodus of scientists and engineers benefits people of all countries and thus favors the continued free movement of human capital throughout the world.

720. Halstead, D. Kent. Higher Education Prices and Price Indexes. Department of Health, Education and Welfare, No. (OE) 75-17005. Washington, D.C.: U.S. Government Printing Office, 1975.

Develops indexes, assuming higher education to be a service industry and thus labor-intensive, with a low or nonexistent rate of productivity improvement. Since methods of financing higher education differ from those of commercial enterprises, structure of expenditures differs from those in industry and business and requires specialized nomenclatures. Higher education inflation studies show greater erosion of purchasing power in colleges and universities than among general consumers.

721. Handa, M. L. Toward a Rational Educational Policy: An Econometric Analysis of Ontario, Canada 1960-1965 with Tests 1966-1968 and Projections Occasional Papers No. 10, 1968-1975. Toronto, Ontario: Institute for Studies in Education, 1972. 272 pp.

Handa's model incorporates student demand equations, school and college supply equations, and educational budget constraints, and finds that fees and scholarships have little effect on university enrollments. Income elasticities of demand run well above unity and significantly exceed price elasticities of demand. This model predicts school and college enrollments in Ontario up to 1970-71 much better than the standard student flow model.

722. Handa, Madan L., and Michael Skolnick, "What Good is Benefit-Cost Analysis in Education?" Educational Planning, Vol. 1, No. 4 (March 1975), pp. 1-10.

Questions the efficiency of using rate of return or benefit-cost analysis as a tool of public decision-making in the allocation of educational funds (the two concepts--rate of return and benefit-cost--are equated because they are interrelated and can be calculated from the same data).

723. Harris, Seymour E. A Statistical Portrait of Higher Education. New York: McGraw Hill, 1970. 519 pp.

An historical treatment which emphasizes resources available to Harvard, the manner in which they were received, the use to which they were put, the costs to students, techniques for choosing faculty, its size, pay (salary and fringe), workload, structural history, and disagreements between faculty and administration on pay and workload.

724. Harris, Seymour E. A Statistical Portrait of Higher Education. New York: McGraw Hill, 1972. 978 pp.

A collection of approximately seven hundred tables on student enrollment, faculty, income, and expenditures, with emphasis on economics and accompanying analysis of statistics.

-- Harvey, Edward B., and Jos L. Lennards. Key Issues in Higher Education. Toronto, Ontario: The Ontario Institute for Studies in Education 1973 128 pp.

For full annotation, see entry No. 32.

725. Hoenack, Stephen A., "Direct and Incentive Planning within a University," Socio-Economic Planning Sciences, Vol. 2, No. 4 (1977), pp. 191-204.

Investigates the appropriate roles of "direct" and "incentive" planning aiding universities to handle advantageously the instructional and research demands of their constituencies. Adopting these roles requires a university to have flexible, uncommitted resources which are difficult to obtain from program reductions because of the impossibility of administratively valuing a university's programs. Presents evidence that at one university (University of Minnesota) these funds can be derived from improved tuition policy, generating discretionary funds, and improved legislative funding relationships. Incentive academic planning can play a larger role because of the diversity of individual academic personnel and their nonauthoritarian traditions and because of the circumstance that decentralized academic personnel have their own specialized constituencies to whom they can be held directly accountable.

-- Husén, Torsten. The Learning Society. London: Methuen, 1974. 268 pp.

For full annotation, see entry No. 243.

726. Jensen, Stefan, Jan Tinbergen, Barry Hake, with the assistance of others. Possible Futures of European Education. The Hague: 1972. 220 pp.

Attempts to estimate the costs of education thirty years ahead (year 2000), before the mapping out of educational goals, structures, and curricula. The European Cultural Foundation commissioned this study to forecast the development of educational expenditures in member countries of OECD. In the process of predicting, projecting, and prognosticating, the study presents three "futuribles" (future possibilities) for educational systems which are meant to highlight structural similarities and dissimilarities caused by different types of society.

727. Juster, F. Thomas, ed. Education, Income and Human Behavior. New York: McGraw Hill, 1974, 1975. 438 pp.

Part one of this important volume contains eight chapters by different economists on direct financial returns of higher education to individuals, analyzing differentials in salary or earning rates and how educational attainment influences the allocation of time between market and nonmarket activities. The general theme is that differences in human skills and knowlege (human capital) are a major determinant of differences in the level and time profile of labor market earnings. Part two, containing six chapters by various hands, focuses on nonmonetary returns to educational attainment, i.e., influence on behavior in such areas as fertility, family size, participation in illegal activities--in short, a whole range of social, political, and economic attitudes.

728. Keezer, Dexter M., ed. Financing Higher Education, 1960-1970. New York: McGraw Hill 1959. 292 pp.

Notably unsuccessful in predicting the decade of the 1960s, this collection of twelve essays for its time is reasonably comprehensive concerning issues of financing, management, long-range planning, and the role of government and private support.

-- Kohli, Martin. Studium und berufliche Laufbahn: Über den Zusammenhang von Berufswahl und beruflicher Sozialisation. Stuttgart: Enke, 1973. 118 pp.

For full annotation, see entry No. 277.

729. Laidlaw, Bruce, and Richard Layard, "Traditional Versus Open University Teaching Methods: A Cost Comparison," Higher Education (1974), pp. 439-61.

Variable cost per student course is generally lower in open universities than elsewhere. Foundation courses started new are less extensive at open universities than in campus universities. Second-level courses, measured by the break even number of students, are less expensive than foundation-level courses.

730. Laub, Julian Martin. The College and Community Development: A Socio-Economic Analysis for Urban and Regional Growth. New York: Praeger, 1972. 328 pp.

Drawing on the experience of various institutions in New York State, this study examines staff residency patterns, interactions between staff and students and the community, the impact on the local and regional economy, and patterns of commuting and student enrollments. Concludes that communities receive substantial economic benefits from their local college.

731. Layard, Richard, and George Psacharopoulos, "The Screening Hypothesis and

the Return to Education," Journal of Political Economy, Vol. 82 No. 5 Sept./Oct. 1974, pp. 985-98.

Screening hypothesis suggests intereducational earnings differentials reflect no direct productivity-enhancing effects of education, lower and higher, but only its effects for signaling preexisting ability differences. Yet predictions based on this hypothesis are not borne out: (1) rates of return for uncompleted courses (dropouts) are as high as for completed courses; (2) standardized educational differentials rise with age although employers have better information about older employees' abilities; (3) if screening is the main function of education, why should it not be done more cheaply by simple testing procedures? Yet these have not been developed by "screening" theorists.

-- Leslie, Larry L., and Howard F. Miller, Jr. Higher Education and the Steady State. Washington, D.C.: American Association for Higher Education, 1974. 58 pp.

For full annotation, see entry No. 289.

732. Lockhart, Alexander, "Future Failure: The Unanticipated Consequences of Educational Planning in Socialization and Values in Canadian Society," in Socialization, Social Stratification, and Ethnicity, Vol. II, edited by Robert M. Pike and Elia Zureick. Ottawa: 1975, pp. 182-208.

Canada is faced with a growing oversupply of college graduates, perhaps as a result of Canadian economists' misjudgments. The economists emphasized imitation of American educational reforms which had been made to support a high technology production economy, speaking of the education gap, making comparisons only with the U.S. and ignoring Britain, Sweden, Japan, and the U.S.S.R. As a result, by 1970 Canada was spending more of its GNP on education than was any other industrialized country, and the proportion of the labor force classified as graduate engineers and scientists was even higher than in the U.S. But per capita research and development spending was the lowest of modern industrialized nations.

-- Lohmar, Ulrich, Gerhard E. Ortner, and Manfred Bayer, eds. Der doppelte Flaschenhals: Die deutsche Hochschule zwischen Numerus clausus und Adademikerarbeitslosigkeit. Hannover: Schroedel, 1975. 508 pp.

For full annotation, see entry No. 294.

733. Lundgreen, Peter, "Industrialization and the Educational Formation of Manpower in Germany," Journal of Social History, Vol. 9, No. 1 (Fall 1975), pp. 64-80.

Focusing on the linkages between industrialization and the educational formation of manpower in Germany during the period of industrialization (1810-1900), the author shows that (1) education stimulates private initiative and capitalist calculation among entrepreneurs; (2) the technical competence of technicians and skilled workers could be imported or created by shifts to practical schooling; and (3) educational institutions instilled minimum standards of literacy, discipline, and punctuality among unskilled workers.

734. Lunsden, Keith, ed. Efficiency in Universities. The La Paz Papers. New York: Elsevier, 1974. 265 pp.

Contains eleven articles on university as a productive unit, economic organi-

zation and efficiency of universities, and new techniques emphasizing cost-effectiveness. Distinguished economist Harry Johnson develops a taxonomy for the university and social welfare; Kenneth Arrow includes his famous article "Higher Education as a Filter." Contributors seem to agree that the university is a multiproduct firm in which input and output can be measured and in which educational production and human capital formation are meaningful terms.

735. Magnusson, Leif, "Cost-Benefit Analysis of Investment in Higher Education: Some Swedish Results," The Swedish Journal of Economics, Vol. 75, No. 2 (June 1973), pp. 119-27.

Practical decision-making in the field of higher education requires investment criteria which explicitly take distributional aspects into consideration. Provides data from calculations of private and social returns on Swedish information (main source was a record of Swedish citizens with an academic degree--140,000 persons). The highest private rates of return were for physicians, civil engineers, masters of business administration, and dentists, precisely from schools into which entry is restricted. Comparing private and social returns reveals the distributional consequences of this type of investment as they appear within Swedish institutional framework. For practical decision-making it is necessary to combine information from three sources--cost-benefit analysis, "manpower needs," and social demand studies.

736. Magnusson, Olav, "The Cost and Finance of Post-Secondary Education, " in Towards Mass Higher Education. Paris: Organization for Economic Cooperation and Development, 1974, pp 171-227.

Relates productivity and efficiency, methods of financing higher education in Australia, Belgium, Canada, Denmark, France, the Federal Republic of Germany, Japan, the Netherlands, Norway, Sweden, the U.K., and the U.S. Defines "output" in terms of economic growth and efficient allocation of highly qualified manpower. Indicates difficulties confronted when undertaking studies of productivity or efficiency in higher education.

737. Manpower Forecasting in Education Planning (Human Resource Development). Paris: Organization for Economic Cooperation and Development, 1967. 194 pp.

Focuses on the use of manpower forecasts in OECD programs for educational planning. Papers deal with scope and method of human resource and educational planning, estimates of manpower requirements in the light of educational planning in Sweden, manpower forecasts and occupational planning in the Netherlands, manpower/educational activities in Ireland and Austria. Generalizes approaches to forecasting requirements for highly qualified manpower as a basis for educational policy. Has a summary of technical evaluation of the Mediterranean regional project experience with respect to educational planning and manpower forecasts.

738. Marinory, J. L. L'Economie du Savoir. Paris: Armand Colin, 1972.

Concerned with the "production of knowledge by means of education, the conditions for the growth of knowledge and the implications of this growth for industrial production." Author concentrates his argument on "le savoir" rather than on economy while discussing themes of human capital formation, social demand, state interventionism, cost benefit, etc.

739. McMahon, Walter W., "Policy Issues in the Economics of Higher Education and Related Research Opportunities in Britain and the United States," Higher Education, Vol. 3, No. 2 (1974), pp. 165-85.

Discusses opportunities for research on means of relating investment in higher education to faster economic growth and greater equity in educational opportunity. Evidence is given to show that both monetary and nonmonetary returns to students reflect increasing value of time important to students and families as they decide to invest in higher education. Concludes that postsecondary education in Britain and the U.S. is not making its maximum potential contribution either to economic growth or to reducing intergenerational transmission of inequality. This failure becomes more important over time since production of goods and services becomes increasingly human capital intensive. Thus new research is needed to define and develop those opportunities.

740. Michael, Robert T. The Effect of Education on Efficiency in Consumption. New York: Occasional Paper 116. The National Bureau of Economic Research, 1972, 139 pp.

Education makes us more "efficient" consumers in the sense that an increase in education has an effect on consumption patterns similar to that of an increase in income, i.e., an educated person lives "better" than a less educated person at the same level of income. Thus this work enlarges the vision of the "human capital" theorists who see economic efficiency of education only in terms of its contribution to production to include the role of education in making us all more civilized (with appropriate mathematical symbols and statistical tables).

741. Millett, John D. Financing Higher Education in the United States. New York: Staff Report, Commission on Financing Higher Education, 1952, 481 pp.

A pioneering study which is fairly comprehensive on costs, sources of income, administrative expense, and possibilities for future financing in universities. Written before the great enrollment surge.

742. Mood, Alexander M., et al. Papers on Efficiency in the Management of Higher Education. New York: McGraw-Hill, 1972. viii, 87 pp.

A technical report sponsored by the Carnegie Commission on Higher Education presenting papers on the management of institutions of higher education, the contribution of mathematical models to efficiency in higher education, the allocation of university resources to instruction, and innovation in private colleges and universities in California.

743. Moodie, Graeme C., "Manpower Planning and Its Implications for Universities," University of York, Academic Consultative Conference, November 1968, 17 pp.

Does the application of manpower planning to university policies require universities to change their internal system of government? Suggests an elected faculty central planning agency would develop universitywide concerns beyond those of "special interest" groups.

744. The National Commission on the Financing of Post-Secondary Education. Financing Post-Secondary Education in the United States. Washington, D.C.: U.S. Government Printing Office, 1973. 442 pp.

After defining assumptions about postsecondary education, this commission report sets forth objectives, describes financial support and degree to which objectives were reached, financial distress of postsecondary institutions, and evaluates effectiveness of alternative financing plans, their analytical

framework, procedure for determining per-student costs, and recommends changes.

-- Nuffield College. The Problem Facing British Universities. London: Oxford University Press, 1948. 131 pp.

For full annotation, see entry No. 342.

745. Oliviera, Julio H. G., "Die Universität Produktionseinheit," Weltwirtschaftliches Archiv, Vol. 98, No. 1 (1976), pp. 50-67.

Article on aspects of university as an economic enterprise; input coefficients are determined especially by the faculty-student ratio; behavior of long-run costs and their impact on the optimum size of the university. Analyzes the student as a buyer of consumer goods, as a buyer of capital goods, and as a technically indispensable element in the pedagogic process as a production factor. Nature of and determinants for university output are examined.

746. O'Neill, June. Resource Use in Higher Education. Trends in Output and Inputs, 1930-1967. Carnegie Commission on Higher Education. 1971 101 pp.

This study attempts to develop useful knowledge about long-run trends in real resource costs per unit of output in American higher education, concentrating mainly on student instruction. A major finding is that there has been no perceptible decline or increase in real costs per credit hour over the period 1930-67; thus there has been no apparent productivity advance in higher education industry.

747. Onushkin, Victor G., ed. Planning the Development of Universities. Vol I. Paris: Unesco, International Institute for Educational Planning, 1971. 318 pp.

Summarizes proceedings of a Paris conference, July 7-11, 1969, and presents case study reports on the planning process in University of Sussex (Britain) and Leningrad State University (U.S.S.R.). The latter effort is valuable as an early study in comparative higher education.

748. Onushkin, Victor G., and others. Planning the Development of Universities. Vol II. Analysis of the Questionnaire. Paris: Unesco, International Institute for Educational Planning, 1973. 269 pp.

Includes results of questionnaire sent to one hundred universities throughout the world on university autonomy, academic decision-making, university structure, and growth rates for students and staff. While mainly data from the survey, the book also contains a significant introductory chapter summarizing data and stating guidelines for policy.

749. Organization for Economic Cooperation and Development. Budgeting, Programme Analysis and Cost Effectiveness in Educational Planning. Paris: Organization for Economic Cooperation and Development, 1968. 304 pp.

Summaries of theoretical papers presented at a 1968 OECD-sponsored conference focusing on the integration of short-run and long-run aspects of educational planning and the linkages between objectives and implementation. Discussions deal with possible improvements to current budget procedures and resource implication models for policy evaluation purposes.

750. Organization for Economic Cooperation and Development (Project Leader J. A. Bottomley). Costs and Potential Economies, Studies in Institutional Management in Higher Education. University of Bradford. Paris: 1972. 436 pp.

Analyzes unit costs, utilization of buildings, technical staffs, costing of academic development proposals, planning norms and models emphasizing economies of scale, economies arising from varying norms, increasing teaching loads, and changing structure of courses. Includes fourteen working papers from Bradford University staff.

751. Organization for Economic Cooperation and Development (Project Leader Arne Jensen). Decision, Planning and Budgeting. Studies in Institutional Management in Higher Education. University of Copenhagen. Paris: Organization for Economic Cooperation and Development, 1972, 205 pp.

Attempts to show how quantitative techniques can be applied to university environment, how an efficient, decentralized planning procedure can be implemented (decentralized because of complexity of data and difficulty of planning for diversified university at centralized level). Proposes new and improved budgeting and planning procedure, simple decision roles in terms of mathematical structure and data requirement. Contains English abstracts of fourteen working papers from University of Copenhagen staff.

752. Organization for Economic Cooperation and Development (Seymour Harris, ed) Economic Aspects of Higher Education. Paris: Organization for Economic Cooperation and Development, 1964. 251 pp.

Early study defining problems of financing, internal efficiency, manpower forecasting, returns on investment, and economic growth with respect to universities in France, the Federal Republic of Germany, Yugoslavia, the U.S., and the U.S.S.R.

753. Organization for Economic Cooperation and Development (Project Leader M. G. Simpson). Planning University Development. Studies in Institutional Management in Higher Education. University of Lancaster. Paris: Organization for Economic Cooperation and Development, 1972. 132 pp.

An operational research approach to planning development with respect to efficiency, student course preference, admissions policy, allocation of funds to the library, teaching loads, teaching staff salaries, department expenditures, and allocation of department space.

754. Padley, John, "Management and Decision-Making in Universities: A Quantitative Approach," Educational Administration Bulletin, Vol. 1, No. 1 (1972), pp. 17-21.

Notes values of quantitative methods for assessing priorities in allocating resources for financial planning in tertiary education. Whereas mathematical models and model-making were primary aims of research in the 1960s, now (1972) they are the methods of problem-solving within an overall model and codification of statistical and quantitative methods for use in resource planning in British and American universities. Tries to simulate effect on system of implementing different decisions in part of it, and believes substantial savings could result.

755. Pickford, Michael. University Expansion and Finance. London: Sussex University Press, 1975. 237 pp.

In the face of pressure on United Kingdom institutions of higher education to be more efficient in the use of resources, this book studies university administration from an economic point of view and suggests potential economies.

Looks at "production processes" in the university and develops a method for incremental costing of university expansion. Discusses in detail a cost study of one British university and gives evidence for economies of scale, especially regarding academic staff, buildings, and administrative expenditure. Outlines financial incentive schemes to promote greater efficiency in the university.

756. Poignant, Raymond. The Relation of Educational Plans to Economic and Social Planning. Paris: UNESCO, International Institute for Educational Planning, 1967. 51 pp.

Concerned with methods of integrating plans for a country's economic and social development, with special emphasis on financial framework of planning. General principles and methods are expounded particularly with reference to France. Part one deals with financial aspects of integrating educational into national economic plans; part two treats problems of defining the objectives of educational planning for inclusion in economic and social development plans.

757. Psacharopoulos, George, "Economics of Education: An Assessment of Recent Methodological Advances and Empirical Results," Social Science Information, Vol. 16, No. 3-4 (November 1977), pp. 351-71.

Presented at European Scientists' Seminar on Educational Inequalities in 1976, this paper asserts the field has shifted emphasis theoretically from efficiency to income distribution, from schooling investment to training on the job, from social productivity to screening, and methodologically from cross-tabulation to multivariate analysis, from age to experience, from regression to path analysis. Some of the results have been higher social profitability of education at lower levels, especially in less developed countries, higher private than social returns to investment in education, schooling acting as equalizer of income distribution over long period of time, small effect of I.Q. on earnings, and inability to predict number of graduates required by the economy a few years into the future. Author suggests consequently more lavish financing of lower levels of education, concentrating on short-term projects and low-income target groups, and proposes future research on private and social profitability within fields at a given level of education, how to satisfy and finance social demand, to increase the flow of information and to devise curricula permitting formation of graduates who, once formed, are able to switch fields.

758. Psacharopoulos, George, assisted by Keith Henchcliffe. Returns to Education--An International Comparison. Amsterdam: Elsevier, 1972. 216 pp.

Basically a compendium of evidence drawn from over fifty countries on the rate of return to investment in education. Data suggest less developed nations subsidize education to a greater extent than more developed countries. Social rate of return to education for countries of per capita incomes of less than $1000 p.a. is 15.2 percent; for those over $1000, 9.6 percent. Total cost per student year for higher education in high income countries is eighteen times that for primary education. Strikingly, for low income countries the figure is eighty-eight times. Narrates various procedures for calculating rates of return. Summarizes main features of all studies referred to, relates rates of return to allocative efficiency of investment in education as between primary, secondary, and higher education and in physical plant and equipment. Shows relative importance of human and physical capital in economic development and growth. Breaks down some rates of return into respective costs and earning components and relates rates of return to demand curves for educated labor and the phenomenon of the "brain drain."

759. Radner, Roy, and Leonard S. Miller. Demand and Supply in U.S. Higher Education. New York: McGraw-Hill, 1975. 467 pp.

Authors report on research on the economics of higher education, with particular emphasis on the supply and demand of students, institutions, and faculty members.

760. Raymond, Richard, and Michael Sesnowitz, "The Returns to Investments in Higher Education: Some New Evidence," Journal of Human Resources, Vol. 10, No. 2 (Spring 1975), pp. 139-51.

Publication of 1970 census provides most recent and comprehensive data base available for estimation of educational rate of return. Detailed data breakdown shows rate for persons within three years of college to be far below the rates for those with one, two, or four years. Other results indicate that two-year programs are not generally inferior from an investment point of view. Rates of return do not seem to have decreased during the last decade, but increased participation could cause the marginal rates of return to fall.

761. Readings in the Economics of Education. Paris: UNESCO, 1968. 948 pp.

A selection of sixty-six representative writings of economists, past and present, on the role of education in economic development. Twelve sections include education as a development priority, the formation of human capital, the contribution of schooling, labor market structure and the demands for human skills, resources for education, educational planning, and decision criteria. Committee of selection: Professor Mary Jean Bowman (University of Chicago), Michael Debeauvais (University of Paris), V. E. Komarov (Institute of World Economy, Moscow), and John Vaizey (University of Oxford). Fifty-four articles in English, seven in French, with a resumé in the other language.

762. Roberts, K., "Economy and Education: Foundations of a General Theory," Comparative Education (August 1971), pp. 3-14.

Standard theory is that new and complex skills of a technological society demand formal training in science and technology, and expansion in trade and commerce creates a need for commercial skills at a more theoretical level. But this requires the following modifications: (1) economic system influences education only through other institutional systems (political, social stratification); (2) input of educational system into economy is motivational (socialization) as well as cognitive skills and knowledge; and (3) imperfect match between educational and economic systems brings about adaptive responses--new British postsecondary institutions and French community colleges.

763. Rourke, Frances E., and Glenn E. Brooks. The Managerial Revolution in Higher Education. Baltimore: The Johns Hopkins University Press, 1966. ix, 184 pp.

Concentrates on internal rationalization that is taking place within colleges and universities as well as rationalizing the relationships among units in statewide or interstate systems of higher education. Includes an appendix of a comparative study of university administration, primarily in Europe and the U.S. Special attention is paid to the computerized campus, institutional research, allocating academic resources, and styles of university managment.

764. Sanderson, Michael. The Universities and British Industry 1850-1970. London: Routledge and Kegan Paul, 1972. 436 pp.

The author presents a substantially chronological account of the connection

between British universities and industries, giving particular attention to industrial support of and influence on the founding of civic universities, the special problems of Welsh and Scottish institutions, the role of higher education in the world wars, the development of business and commercial education, and the changing position of university women in industry. It is a predominantly quantitative rather than qualitative study: it provides a great deal of clearly presented data on such questions as the amount of financial support provided by industry, the numbers of students in various fields, and the percentage of them entering industry, and lists the various ways in which universities have increasingly served industry. Less attention is given to the mechanisms of and influences upon interaction: thus the book does not analyze the process or clearly characterize the results of industry's effect on the universities.

765. Schultz, T. W., "Investment in Human Capital," American Economic Review, Vol. 5 (1961), pp. 1-17.

One of the pioneer studies that led to the development of the research area called economics of education. Holds that much of what is called consumption constitutes investment in human capital, such as direct expenditures on education.

766. Schultz, Theodore, ed. Investment in Education: The Equity-Efficiency Quandary. Chicago: University of Chicago Press, 1972. 292 pp.

A collection of papers dealing with the relatively uncharted area of the economics of higher education. The contributors discuss such topics as "equity" in and "the social benefits" of higher education, partial or full cost tuition, grant or loan programs, and the potential impact of these programs upon poor or disadvantaged groups, blacks, women, lower, and upper middle income classes. The implications of inequality in educational finance as well as the interplay in funding between public and private institutions are also examined.

767. Smith, C. Selby. The Costs of Further Education. A British Analysis. Oxford New York: Pergamon Press, 1970. 202 pp.

Suggests voucher system and making colleges of further education dependent on efficient satisfaction of consumer demand and thus discusses financial and marginal costs, imputed costs of student time, distribution of total costs, and the relation of benefits and costs in various courses.

768. Smithers, Alan G. Sandwich Courses: An Integrated Education? Windsor: NFER Publishing, 1976. 180 pp.

After a brief historical sketch, the author concentrates on the results of a longitudinal survey of students conducted in Bradford. He found that while a higher percentage of sandwich than other students did go into industry as intended, it was by no means clear that they found the sandwich type course particularly educative or supportive. (Nor is it clear that employer and faculty support and approval are all that unanimous.) An interesting contribution to the discussion of the interconnections of universities and the industrial and technical world, a problem which has always caused the English great difficulties.

769. Solomon, Lewis L., "The Definition of College Quality and Its Impact on Earnings," Explorations in Economic Research, Vol. 2 (Fall 1975), pp. 537-87.

Adds college quality as additional variable to the human capital earnings functions and finds that quality of institutions of higher education has an important impact

on lifetime earnings of those who attend. A subjective evaluation of institutions (the Gourman Index) was used to measure quality; average S.A.T. scores of entering freshmen and faculty salaries are strong components of the index. Quality affects later more than initial incomes.

770. Stava, Per, "Theories of Public Policy Making and the Location of Norwegian District Colleges and Universities," European Journal of Political Research (September 1973), pp. 249-64.

The legal-bureaucratic theory (i.e., resources are allocated within a political system according to some universal rules applied in a neutral way and in accord with prima-facie needs of society [objective, rational, neutral]) explains best the location decisions regarding Norwegian district colleges and universities.

771. Taubman, Paul, and Terence J. Wales, "Higher Education, Mental Ability, and Screening," Journal of Political Economy (January-February 1973), pp. 28-55.

Using data from World War II Aviation Cadet Qualifying Test, the article estimates private and social return to higher educational attainment as well as its effect on earnings differentials and concludes that society has invested too many resources in education if the supply of saving is fixed, conceding that consumption benefits have not been included in the analysis.

772. Thurow, Lester C. Generating Inequality: Mechanisms of Distribution in the U.S. Economy. New York: Basic Books, 1975. xiv, 258 pp.

A theory of income distribution based on two assumptions: in advanced market economies, people compete over jobs rather than wages; income differentials have something to do with education and training, but more to do with economic power and societal norms.

773. Useem, Elizabeth L., and Michael Useem, eds. The Education Establishment. Englewood Cliffs, N.J.: Prentice Hall, 1974. 180 pp.

Includes three articles discussing governance of higher education, illustrating how American tertiary education is "keyed" to the economy and to the social class structure through the social stratification of community colleges, the roles and backgrounds of trustees, and the role of higher education in a capitalist society.

774. Vaizey, John. Higher Education in the Stationary State. Liverpool: Liverpool University Press, 1967. 18 pp.

Considers consequences for higher education of a 3 3/7 percent growth rate in GNP, effect of financing higher education through price mechanism, loans U.S. grants, differentiated charges for courses, costs of residential accomodation for students, more effective use of university resources.

775. Vaizey, John, with Keith Norris and John Sheehan. The Political Economy of Education. London: Duckworth. 1972. 297 pp.

Studies center on measurement and comparison of unit costs within the educational system, relating educational spending to national income and economic growth in developed and developing countries. Authors see education as a consumption good rather than as investment, and thus out of three methods assessing the "return" on educational expansion--cost benefit either to individual or the

country, or "social demand"--they favor social demand, demonstrating in detail and theoretical sophistication the extreme unreliability of the other two methods. Written primarily from the perspective of institutional economics, the study also contains nine useful pages of bibliography on economics of education.

776. Wagner, Leslie, "Economic Implications of the Open University," Paper delivered at Third International Conference on Higher Education, University of Lancaster, 1975. 25 pp.

After analysis of data, author concludes that the open university system provides alternative production and cost functions for higher education with a high fixed cost and low variable cost in relation to student numbers. Thus scope for economies of scale is much greater than with conventional systems of instruction.

-- Watts, A. Gordon. Diversity and Choice in Higher Education. London: Routledge and Kegan Paul, 1972. viii, 268 pp.

For full annotation, see entry No. 457.

777. Welch, Finis, "Human Capital Theory: Education, Discrimination and Life Cycles," American Economic Review, Vol. 65, No. 2 (May 1975), pp. 63-73.

Fundamental notion of human capital, of foregoing current income for the prospect of future earnings, assumes only that schooling-income association is real. Life-cycle earning patterns are the core of human capital theory: underlying sources of income returns to schooling and race differences are not necessarily related to it.

778. Wiles, Peter, "The Correlation between Education and Earnings. The External Test Not Content Hypothesis, E.T.N.C.," Higher Education Vol. 3 No. 1 (February 1974), pp. 43-57.

Wiles doubts the human capital theory of economic value of higher education to its recipient or employer and suggests that nonvocational higher education offering yields a higher income because it is an external test to employers, forms character (a kind of human capital), exercises and develops the mind (a kind of muscle), confers social status and degree, and forms part of the restrictive practice of unions (e.g., Ph.D.). Thus he would rescue economics of education from the Chicago School and from presumptions of rationality and perfect competition.

779. Williams, Bruce R., "Capacity and Output of Universities," Manchester School (May 1963), pp. 185-202.

Canvasses possibilities for raising university productivity and the level of management efficiency by increasing plant load, rearranging academic time unit structures, increasing supporting staff, and lengthening the academic year.

780. Williams, Gareth, Tessa Blackstone, and David Metcalf. The Academic Labor Market: Economic and Social Aspects of a Profession. Amsterdam: Elsevier, 1974. 566 pp.

An excellent study of the nature, status, income, work habits, and attitudes of British academics, based on survey data and secondary material. The authors examine the impact of expansion on the academic profession, salaries, mobility, trade union activity, attitudes toward careers, teaching, and research. The

book also contains an excellent bibliography and an essay by S. M. Lipset comparing the British situation to that of the United States. This volume should be read as a companion to Halsey and Trow's The British Academics.

781. Williams, Harry. Planning for Effective Resource Allocation in Universities. Washington, D.C.: American Council on Education, 1966. 76 pp.

Advises on modes of planning for effective allocation of scarce resources in time of growth.

782. Windham, Douglas M., "Social Benefits and the Subsidization of Higher Education: A Critique," Higher Education, Vol. 5 (1976), pp. 237-52.

Considers the argument that hypothetical social benefits generated by higher education satisfy normal public investment criteria. While emphasizing the importance of social benefits to justify public support, the article still entertains the possibility that social benefit is not sufficient reason for subsidy and concludes by examining alternative funding systems.

783. Woodhall, Maureen, assisted by Vernon Ward. Economic Aspects of Education: A Review of Research in Britain. Windsor: National Foundation for Educational Research, 1972. 127 pp.

Summary of British scholarship on costs and expenditures, cost-benefit analysis, manpower planning, rate of return analysis, productivity and efficiency, and the financing of education--in particular the work of Vaizey (educational costs), Moser, Layard and Redfern (projecting social demand), and Blaug and Woodhall (educational productivity).

784. Woodhall, Maureen. Student Loans, A Review of Experience in Scandinavia and Elsewhere. London: Harrap, 1970. 224 pp.

Summarizes arguments for and against loan schemes and describes loan schemes in operation in Denmark, Finland, Norway, and Sweden taken in the context of their educational systems. All four countries finance their universities to an extent that makes it possible by outright grants and repayable loans for students to pay only small fees or no fees at all.

785. Woodhall, Maureen, and Mark Blaug, "Productivity Trends in British University Education, 1938-62," Minerva, Vol. 3, No. 4 (Summer 1965), pp. 483-98.

Having constructed four somewhat different output indices based on the number of diplomas awarded in 1938, 1952, and 1962, and having developed an output index combining teachers' time, goods and resources, capital, and students' time, the authors find that productivity has decreased irrespective of what output index is used.

786. Woodhall, Maureen, "The Economic Returns to Investment in Women's Education," Higher Education, Vol. 2, No. 3 (1973), pp. 275-99.

Evident from nine countries, especially the U.S., Germany, and England, supports the contention that education increases earning capacity of women and higher education particularly increases their propensity to remain in the labor market. Higher education also aids in increasing women's psychic income as well as other nonmonetary benefits.

APPENDIX A. REFERENCE MATERIALS

Altbach, Philip G. Comparative Higher Education. ERIC/Higher Educational Research Report No. 5. Washington, D.C.: American Association for Higher Education, 1973. 81 pp.

Around 600 items, with a lengthy introductory essay.

Altbach, Philip G, ed. Comparative Higher Education Abroad: Bibliography and Analysis. New York; Praeger, 1976. xii, 274 pp.

Approximately 1750 items, mainly from 1974 but with some from 1973. Global in coverage. Bibliographic essays on the economics of higher education and on Japan. Subject index.

Altbach, Philip G., and David H. Kelly. Higher Education in Developing Nations: A Selected Bibliography, 1969-1974. New York: Praeger, 1975. ix, 229 pp.

2438 items, arranged by region and country. Subject index.

Altbach, Philip G. A Select Bibliography on Students, Politics, and Higher Education. Cambridge: Harvard University, Center for International Affairs, 1967.

Circa 600 items, ordered largely by country. Foreword by S. M. Lipset.

Altbach, Philip G. Student Politics and Higher Education in the United States: A Select Bibliography, with the assistance of Robert Graham. Cambridge: Harvard University, Center for International Affairs, 1968. vi, 86 pp.

Over 1000 items, ordered by topic; introductory essay by S. M. Lipset.

Astin, Helen S., Nancy Suniewick, and Susan Dweck. Women: A Bibliography on Their Education and Careers. Washington, D.C.: Human Services Press, 1974. v, 243 pp.

Useful annotated bibliography on research conducted in the last decade on the changing educational and occupational status of women in the U.S.

Berdahl, Robert O., and George Altomare. Comparative Higher Education: Sources of Information. New York: International Council for Educational Development, Occasional Paper No. 4, 1972.

Well researched and valuable work of reference presenting a critical analysis of leading journals in the field of higher education, with particular emphasis on their policy, format, and coverage. Also includes sections listing additional journals, bibliographies, abstracts, bulletins, newsletters, and associations, as well as centers dealing with comparative higher education.

Blaug, Mark. Economics of Education--A Selected Annotated Bibliography. Oxford: 1970. 301 pp.

More than 800 titles divided into two parts: developed and developing countries. These parts are in turn divided into seven and five sections respectively, ranging from the economic contribution of education to problems of finance, educational efficiency, and educational planning.

Carnegie Commission on Higher Education. A Digest of Reports of the Carnegie Commission on Higher Education. New York: McGraw-Hill, 1974. 399 pp.

Summaries of the reports adopted by the commission; index to specific recommendations and suggested assignments of responsibility for action.

Carnegie Commission on Higher Education. Sponsored Research of the Carnegie Commission on Higher Education. New York: McGraw-Hill, 1975. xi, 397 pp.

Digests of the published research studies sponsored by the Carnegie Commission.

Chambers, M. M. Current Bibliography of Higher Education and State Governments. Department of Educational Administration, Illinois State University, 1976. 52 pp.

Listing of recent publications (mainly since 1970) dealing with the interactions of state governments and higher education in the United States. Topics covered include the financing of higher education, governance, coordination and planning, state and private colleges, university and college personnel, and students.

Davis, Lenwood G. A History of Blacks in Higher Education, 1875-1975: A Working Bibliography. Monticello, Ill.: Council of Planning Librarians, 1975. 25 pp.

Systematic listing of classical and recent works related to Blacks in American higher education, with a useful introduction evaluating the general characteristics of the literature.

Harman, G. S. The Politics of Education: A Bibliographical Guide. St. Lucia, Queensland: University of Queensland Press, 1974. xv, 316 pp.

Wide-ranging in coverage; many items on higher education.

Harris, Seymour E. A Statistical Portrait of Higher Education. New York: McGraw-Hill, 1972. 978 pp.

Nearly 1000 pages of data on U.S. higher education compiled for the Carnegie Commission.

Hartung, Dirk, Reinhard Nuthman, Ulrich Teichler. Auswahl Bibliographie Zum Thema "Bildungssystem und Beschäftigungssystem." Berlin: Max-Planck-Institut für Bildungsforschung, 1976 (mimeographed). 50 pp.

A useful bibliography on the changing relationships between the educational and occupational systems, prepared for the International Labour Office. Emphasis on Germany and the United States.

Hassinger, Erich, ed. Bibliographie zur Universitäts Geschichte: Verzeichnis der im Gebiet der Bundesrepublik Deutschland 1945-1971 Veröffentlichten Literatur. Freiburg: Karl Alber, 1974. 319 pp.

Bibliography on German university history, with a fair number of works on the contemporary period. Emphasis is on individual universities.

Houwing, J. E., and A. M. Kristjanson, eds. Inventory of Research into Higher Education in Canada. 1976. 53 pp.

Describes 250 research projects, including those on finance and manpower forecasting and educational planning.

Hüfner, Klaus, "Economics of Higher Education and Educational Planning,A Bibliography," Socio-Economic Planning Sciences, Vol. 2 (1968), pp. 25-101.

This German bibliography contains 1300 references on problems in economics of higher education: costs, financing, socioeconomic impact of financing schemes on students, contribution of education to economic growth, human capital concept applied to micro and macroeconomic studies; on issues of educational planning: scarcity of goods against background of "economic rationality," use of human capital concept for measuring private and social returns, relation between social subsystem, economy, and the educational system.

The International Encyclopedia of Higher Education. 10 vols. Asa S. Knowles, editor-in-chief. San Francisco: Jossey-Bass, 1977.

First major reference work devoted exclusively to presenting information about higher education on a global basis. Contains seven broad categories: national systems of higher education, topical essays (from an international perspective), fields of study, educational associations, centers and institutes of higher education research (throughout the world), reports on higher education (national and international), and international directory of documentation and information centers. Name and subject indexes contain over 10,000 major entries and approximately 40,000 subentries (Volume 10). Volumes 2-9 arranged alphabetically. Volume 1 contains introductory materials and reference aids. Also includes more than 600 cross references.

Mayhew, Lewis B. The Carnegie Commission on Higher Education: A Critical Analysis of the Reports and Recommendations. San Francisco: Jossey-Bass, 1973. xii, 441 pp.

This volume provides summaries and brief appraisals of 20 policy statements and 45 research reports prepared by the Carnegie Commission or with its support (some two dozen additional items appeared too late for inclusion). A useful reference; a general index as well as a separate title index are included.

Minot, J., and M. Delelaux. Administration de L'Education: Essai de Bibliographie. Les Cahiers de L'Inas. Paris: Institut National d'Administration Scolaire et Universitaire, 1974. 99 pp.

Contains 1206 items. Categories include higher education, economics of education, educational planning, sociology of education. Mainly on France. Arranged by date within each section. Author index.

Nitsch, Wolfgang, and Walter Weller, under the direction of Dietrich Goldschmidt. Social Science Research on Higher Education and Universities. Part II: Annotated Bibliography. Confluence Vol. 10. The Hague: Mouton, 1970. xviii, 802 pp.

An exhaustive bibliographic survey, 4160 entries, worldwide in coverage, with brief annotations in English. Divided into countries and regions within the following topics: reference works and literature on research, historical and interpretive studies, sociological research, economics, law and government, statistics, survey research, and social psychiatry.

Nitsch, Wolfgang. Hochschule: Soziologische Materialen. Heidelberg: Quelle and Meyer, 1967. 69 pp.

Sociological analysis of some 191 works on higher education, largely German.

Organization for Economic Cooperation and Development. Educational Statistics Yearbook. Paris: OECD, 1974. Vol. 1: International Tables. Vol. 2: Country Tables.

Register of Research into Higher Education in Western Europe, 1974-7. Guildford: Society for Research into Higher Education, 1977. 265 pp.

Gives information on 380 current and recently completed research projects on higher education in Western Europe; intended as a companion to the Register of Research into Higher Education Mainly in the UK (published by the society in 1975). Indexed by researcher and institution; the headings under which items are grouped include: economics and manpower, administration, curriculum and specific subjects, teaching methods and educational technology, staff, students (general, selection, and performance, choice of subjects and careers), and further and adult education.

Silver, Harold, and S. John Teague. The History of British Universities 1800-1968 Excluding Oxford and Cambridge: A Bibliography. London: Society for Research into Higher Education, 1970. xv, 264 pp.

More than 3000 items. Emphasis is on individual universities. Unpublished materials included. Author index.

Wiegand, Otto Friedrich. Hochschulreform, Hochschul Gesetzgebung, Studienreform: Eine Literatur Übersicht. Kiel: Universitäts Bibliothek, 1970. vii, 226 pp. 2. Folge 1971, vii, 261 pp. 3. Folge 1973, viii, 278 pp. 4. Folge 1975, vii, 404 pp. 5. Folge 1976, v, 202 pp. 6. Folge 1977, vi, 183 pp.--covers through 1975.

An exhaustive bibliography of materials on virtually all aspects of higher education in West Germany. Ordered by topics. Author index. Best in the field.

APPENDIX B. SELECTED PERIODICALS

Avenir, Office National d'Information sur les Enseignements et les Professions, Paris.
Bildung und Wissenschaft, Bonn, Bad Godesberg, Federal Republic of Germany.
Bulletin International Association of Universities (in French and English), Paris.
Canadian Journal of Higher Education (in English and French), Toronto.
Comparative Education, Oxford.
Comparative Education Review, Madison, Wisconsin.
CRE Information, Conférence Permanente des Recteurs et Vice-Chanceliers des Universités Européenes (in French and English), Geneva.
ERIC Higher Education Research Currents, Washington, D.C.
Higher Education, Amsterdam.
Higher Education and Research in Netherlands, The Hague.
Higher Education in Europe, European Centre for Higher Education of UNESCO, (in French, English, and Russian), Bucharest.
Higher Education Review, Croydon, England.
Journal of Higher Education, Columbus, Ohio.
Minerva, London.
Le Monde de L'Education, Paris.
New Universities Quarterly, Oxford.
Newsletter, Documentation Centre for Education in Europe, Council of Europe, Strasbourg.
Oesterreichische Hochschulzeitung, Vienna.
Prospects, UNESCO, Paris.
Scandinavian Journal of Educational Research (in English), Oslo.
Studies in Higher Education, Oxford.
Times Higher Education Supplement, London.
Université Moderne, Paris.
University Affairs, Association of Universities and Colleges of Canada, Ottawa.
Universiteit en Hogeschool, Netherlands.

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